West Adams Preparatory High School

Faculty Handbook 2018-19

Students first…every decision, every day

Contents

School Organization

Message from the Principal

Dear Staff,

This Faculty handbook has been created to guide staff members on policies, procedures, and common protocols of West Adams Preparatory High School. This handbook was intended as a foundation of "how we do things at West Adams" for both new and veteran members of our school community. As with our practices, our handbook is ever evolving. I look forward to working with you to fulfill our school vision of providing the best possible education for each and every student at West Adams Preparatory High School this upcoming school year.

Sincerely,
Your Proud Principal
Erica Nava

West Adams Preparatory High School Vision Statement

West Adams Prep High School will prepare all students to be successful, viable members of an ever changing global society.

West Adams Preparatory High School Mission Statement

The stakeholders of West Adams Prep High school commit to maintaining a nurturing learning environment in which teachers collaborate to develop rigorous, relevant learning opportunities for all students.

General Description of School:

West Adams Preparatory High School, located just southwest of downtown Los Angeles, is a comprehensive Los Angeles Unified School District (LAUSD) high school that first opened in 2007. The school has a partnership with LA's Promise, a nonprofit organization that currently manages three South Los Angeles District schools including West Adams Prep.

West Adams lies at the southern end of the Pico-Union neighborhood, a largely Latino and immigrant population in Central Los Angeles. With over 25,000 people per square mile, it is one of the most densely populated neighborhoods in Los Angeles. Most of the adults in this community have a high school diploma or less, therefore, the West Adams Preparatory High School community has worked diligently to promote high school graduation and college preparedness.

Academies

West Adams Preparatory High School will achieve its vision through the implementation of three semi-autonomous small learning communities, unique in identity or flavor but operating within a larger comprehensive high school structure in relation to curriculum and resources. Each small school contains its own organizational components including approximately 350 10th-12th grade students, 1 academic counselor, 15 teachers, and its own assistant principal. In addition to the ACADEMYs, a 9th grade academy with two counselors and an administrator services our 9th grade population. The 9th Grade Academy assists new 9th grade students with developing a strong foundation for skill development and academic culture. It introduces the three themes of each learning community. At the end of the 9th grade year, students will choose their learning community based on their career interests.

The small school approach is based primarily on the idea that a school with fewer students is better able to facilitate a more personalized learning environment that will help increase student resiliency, improve sense of belonging, and engagement as measured by attendance and academic performance. We believe in the Whole Child Approach toward education. All of our ACADEMYs are part of the District's Linked Learning initiative to enhance education through real world connections and interdisciplinary instruction.

School of Business Management and Hospitality (Business)

While many "business" classes, even at the college level, are limited to accounting and textbook lessons, West Adams Business and Enterprise students will actively explore and develop skills in areas such as entrepreneurialism, management, marketing, leadership, and finance for profit and nonprofit industries in an interactive learning environment. With unique facilities such as a student operated cafe and professionally outfitted culinary arts kitchen, students are given hands-on experience. Thanks to a network of strong partnerships with the Los Angeles corporate sector, as well as curriculum enhanced by the National Foundation for Teaching Entrepreneurship (NFTE), this school will incorporate lessons from the real world and will culminate with seniors presenting projects to local and national business executives.

School of the Arts (SOTA)

The School of the Arts drives instruction through a distinctive arts integration model. Career pathways are identified that foster creativity, critical thinking and collaboration. Vision Statement: All students experience instruction through a unique personal lens that involves cross curriculum project based learning activities in the media and fine arts that are connected to core subject areas and career pathways. Mission Statement: Art drives instruction in all SOTA core classes. All students have multiple opportunities to participate in performance based activities in order to excel and graduate. Teachers provide students with continual support and guidance.

Science Technology Engineering and Mathematics (STEM)

The STEM Academy of West Adams Preparatory High School is one of 5 Linked Learning schools in LAUSD with a pathway theme of engineering. Students have the opportunity to take a 3 year engineering course sequence with a focus in civil engineering and architecture. Vision Statement: The West Adams STEM Academy empowers students to become self-motivated, critical thinkers with strong technical skills and personal resiliency. Mission Statement: The West Adams STEM Academy provides project-oriented design experiences that promote academic rigor through an industry pathway of science, technology, and engineering. 3-Cs: STEM Academy students are Critical Thinkers, Collaborators, and Creators.

Stakeholder Meetings

Faculty meetings are typically held on the last Tuesday of each month at 3:30pm to reflect and discuss school-wide goals, operational needs, and data.

Department meetings are platforms for department members to analyze student work and data. Members discuss and identify stakeholder needs. These needs drive adjustments to instructional approaches, common assessments, and pacing/lesson plans. Department meetings are held approximately every other week.

Academy meetings are platforms intended for small school members to share student data and instructional approaches. Academy members collaborate to create interdisciplinary projects that lead to improving academic skills and college and career awareness. Small school meetings also focus on the methods/practices to increase student resiliency, sense of belonging, and engagement. Faculty members will meet by academy approximately three Tuesday per month.

Shared Decision Making Council (SDM) is composed of elected members of the school stakeholders. 50% of the Council is comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% is comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative, and a student representative. The major function of SDM includes staff development program; student discipline guidelines and code of student conduct; schedule of school activities and events, including special schedules; guidelines for use of school equipment/copiers; and certain designated instructional materials budgets. SDM meetings are typically held on the third Monday of each month.

School Site Council (SSC) is composed of parents, staff, students, and administration to discuss and review items relating to Categorical Programs. SSC meetings are typically held on the first Monday of each month.

ELAC/CEAC Advisory Committee consists of parents, students, and an advisor that meet to discuss and review issues concerning the English Learner Program. Parents also serve on the District's English Learner's Advisory Committee. ELAC/CEAC will meet third Friday of each month.

Coffee with the Principal consists of meetings between the principal and the school community to provide parents with an opportunity to ask questions, discuss issues, and learn about school programs. These meetings take place on the last Thursday of each month.

Instructional Leadership Team (ILT) consists of administration, coordinators, teacher leaders, and designated out of classroom personnel. The major function of ILT is to monitor, assess, and develop the instructional program at West Adams. ILT typically meets on the last Thursday of each month.

Collaboration Teams meet during common conference periods on alternate Wednesdays. The teams have common students so they are able to analyze student work and data and are able to plan interdisciplinary projects.

School Map
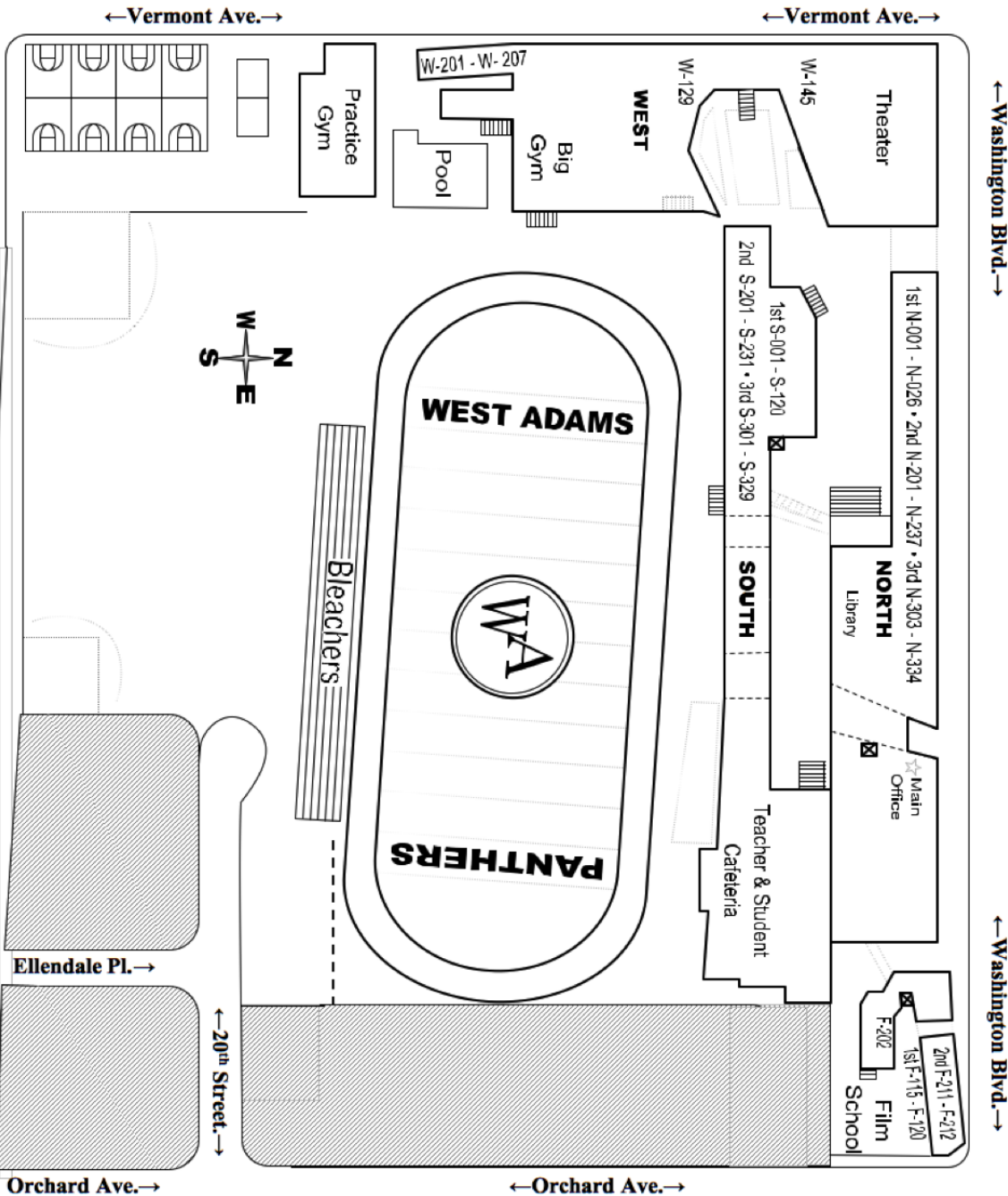
Regulations/Mandates/Protocols

District Bulletins and Policies

BUL-999.11-Responsible Use Policy (RUP)
BUL-1077.2-Information Protection Policy

BUL-1205.3-FMLA Bulletin

BUL-1347.3-Child Abuse and Neglect Reporting

BUL-2047.1-Hate Crimes

BUL-2521.1-Title IX Policy Complaint Procedures

BUL-2637.3-Suicide Prevention Intervention Post Prevention

BUL-3349.1-Sexual Harassment

BUL-4748-Ethics Policies

BUL-4759.3-Williams Complaint Procedures

BUL-4991.9-Mandatory Posting Regulatory Notices

BUL-5159.7-Uniform Complaint Procedures

BUL-5167-Code of Conduct with Students

BUL-5181.2-Internet Safety

BUL-5212.2-Bullying and Hazing Policy

BUL-5688.1-Social Media Policy

BUL-5747.2-Abolition of Corporal Punishment

BUL-5798-Workplace Violence Bullying And Threats

BUL-5799-Threat Assessment Management

BUL-6307.4-New Certification of Absence Forms

BUL-6488.1-Drug, Alcohol and Tobacco Free Workplace

BUL-6529.1-Legally Mandated Paid Sick Leave

BUL-6585-Employment Protections and Reasonable Accommodations

Board Resolution - Respectful Treatment

Code of Conduct with Students

Employee Code of Ethics

LAUSD Attendance Policy

Additional Resources and Information

LAUSD RESOURCES Communications Office (213) 241-6766 - for assistance with obtaining approval to use district logos and general district communication

Crisis Counseling and Intervention Service, School Mental Health (213) 241-2174 or (213) 241-3841 - for assistance with threat assessments and mental health issues

Equal Opportunity Section (213) 241-7685 - for assistance with alleged adult-toadult discrimination and sexual harassment complaints

Employee Relations (213) 241-6591 - for assistance with employee records and personnel files

Human Relations, Diversity and Equity (213) 241-5337 - for assistance with issues of bullying, cyber-bullying, conflict resolution, and diversity trainings

Information Technology (213) 241-4906 - for assistance with identifying and establishing appropriate educational websites

Los Angeles School Police Department (213) 625-6631 - for assistance with any law enforcement matters

Office of the General Counsel (213) 241-7600 - for assistance/consultation regarding legal issues

School Operations Division (213) 241-5337 – for assistance in school operations and procedures concerning students and employees

Staff Relations (213) 241-6056 - for assistance with employee disciplinary action

Consult the District's Educational Equity Compliance Office website for additional resources and complete bulletin.

CHILD ABUSE REPORTING INFORMATION SHEET

The Los Angeles Unified School District (District) has policies and procedures regarding the reporting of suspected child abuse to an appropriate child protective agency. This summary serves as a reference guide to those policies/procedures pertinent to the identification and reporting of suspected child abuse. In addition to this summary, *employees should familiarize themselves with the District's "Child Abuse and Neglect Reporting Requirements" bulletin No. BUL-1347.3.* Employees will be expected to, and are responsible to, adhere to the District's policies regarding suspected child abuse reporting.

I. California Law

A District employee ". . . in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom . . . [the employee] knows or reasonably suspects has been the victim of child abuse or neglect . . . shall report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone. Thereafter, the District employee must prepare and send a written report within 36 hours of receiving the information concerning the incident to the child protective agency called."

- All District employees are mandated to report suspected child abuse. As such, District employees are "mandated reporters" of suspected child abuse. A report made by a mandated reporter is deemed a "mandated report."
- Each District employee is individually responsible for reporting suspected child abuse.
- Reporting suspected child abuse to a principal, site administrator, supervisor, school nurse/doctor, school counselor, co-worker, Los Angeles School Police Department (LASPD), or other person *does not relieve a mandated reporter of their responsibility to report to an appropriate child protective agency*.
- Contents of a SCAR shall remain confidential.

II. Definitions – "Child Abuse" includes the following:

- Physical Abuse –physical injuries such as bruises, welts, burns, cuts, etc.
- Sexual Abuse – sexual assault, sexual exploitation, molestation, human sexual trafficking, etc.
- Neglect – negligent treatment, maltreatment, or failure to provide adequate clothing, food, medical care, shelter, or supervision.
- Life Endangerment – any act by a person who willfully causes, inflicts or permits any child to endure cruel and inhuman corporal punishment, mental suffering, etc.

III. Child Abuse Reporting Procedures

An employee suspecting child abuse or neglect must: (1) Immediately, or as soon as practically possible, make the child abuse telephone report to an appropriate child protective agency, either Department of Children and Family Services (DCFS) (24 hours/7 days per week) or local law enforcement serving the school (see Attachment A - *Local Law Enforcement Departments Serving LAUSD Schools*); and (2) File a written report with the same agency called within 36 hours of receiving the information concerning the conduct as follows:

- DCFS – (800) 540-4000
- Los Angeles Police Department (LAPD) – Child Abuse Unit – (213) 486-0530
- Los Angeles County Sheriff's Department
- City Police Department serving the school

- The SCAR (SS 8572) can be printed from LAUSD's website at http://achieve.lausd.net/Page/1604 or is available on-line through the DCFS website at http://dcfs.co.la.ca.us/contactus/childabuse.html.
- The identity of a District employee who reports suspected child abuse shall remain confidential and disclosed only between designated child protective agencies, by court order, when needed for specified court actions, or if the employee waives confidentiality.

IV. <u>Prohibited Actions</u>

- Never contact the child's or the alleged perpetrator's parent or guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- Never report suspected child abuse to LASPD, as the law provides that *LASPD is not a child protective agency*.
- No removal or arranging of any clothing to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil is permitted.

  - District officials may temporarily reassign an employee who has been named as an alleged perpetrator in a report of suspected child abuse.
  - A District employee who is temporarily transferred or reassigned will be presumed innocent pending the outcome of the investigation and will have all appropriate due process rights.

VI. <u>Consequences for Reporting or Failing to Report</u>

- A violation of these policies and the law may lead to disciplinary action, up to and including dismissal from the District. Also, failure to report suspected child abuse is a misdemeanor punishable by imprisonment in the county jail for a maximum of six months, a fine up to $1,000, or both.
- Generally, District employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.

FOR FURTHER ASSISTANCE, PLEASE CONTACT
OFFICE OF THE GENERAL COUNSEL AT (213) 241-7600

Definitions of Child Abuse

The following are examples of child abuse:

Note: An employee who has a question or is unsure about whether or not conduct, behavior, or an incident should be reported as suspected child abuse may call a child protective agency, such as the Department of Children and Family Services (DCFS) at (800) 540-4000 (24 hours per day – seven days per week), the Los Angeles Police Department (LAPD) at (213) 486-0530 (7:30 a.m. – 4:30 p.m. – Monday through Friday), or the local law enforcement department serving the school. However, regardless of any discussion with a child protective agency representative, an employee who reasonably suspects child abuse must make the telephone and written report of suspected child abuse.

A. Physical Abuse - Physical injury (external or internal) such as a bruise, welt, burn, or cut inflicted on a child by other than accidental means by another person. "Hazing" may constitute physical abuse.

B. Sexual Abuse - Sexual assault or sexual exploitation. Sexual assault includes rape, statutory rape, rape in concert, incest, sodomy, lewd or lascivious acts upon a child, oral copulation, penetration or intrusion of a genital or anal opening, including the use of any object, intentional touching of the genitals or intimate parts or the clothing covering them, or child molestation. Sexual exploitation includes conduct or encouragement of activities related to pornography depicting minors and promoting prostitution by minors. "Hazing" may constitute sexual abuse.

C. Non-Consensual vs. Consensual Sexual Activity - Sexual abuse as defined by statute. Certain sexual conduct, even between consenting parties, may constitute child abuse. Child abuse reporting laws require mandated reporters to report as suspected child abuse conduct that has been defined as unlawful under the California Penal Code. The reportable acts are as follows:

1. Non-Consensual acts of sexual abuse (defined above) must be reported (even when the perpetrator is a minor). It is important to note that, in instances of suspected child-on-child sexual abuse, it may be appropriate to report both children/students as victims of suspected child abuse, depending on the circumstances and ages.

2. Consensual sexual acts or "lewd and lascivious" conduct involving a minor must be reported in the following circumstances:
a. The minor is under 14 and the partner age 14 years or over are
engaged in consensual sexual intercourse; or
b. The minor is under 16 and an adult age 18 years or older are
engaged in consensual sexual intercourse; or
c. The minor is 14 or 15 years of age and an adult 10 years older or
more are engaged in "lewd and lascivious conduct."

3. A minor's pregnancy in and of itself does not constitute child abuse.

Reasonable Suspicion

"Reasonable suspicion" means that it is objectively reasonable for a person to contemplate a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For example, child abuse is brought to the attention of the mandated reporter from any spoken or written source, including but not limited to: the alleged victim, a friend of the alleged victim, a colleague, or anonymous source or individual.   "Reasonable suspicion" does not require proof or investigation by the reporting party.

Los Angeles Unified School District Sexual Harassment Policy
(Consult BUL-3349.1 for complete policy)

West Adams Preparatory High School is committed to maintaining a community in which all individuals, including faculty, can work in an atmosphere free of harassment, exploitation, or intimidation on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of District policy. The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:
• Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
• Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
• The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
• Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

• Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.

• Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.

• Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.

• Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

To obtain specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, contact: Educational Equity Compliance Office [Sue Spears, Director, and District Title IX Coordinator] at (213) 241-7682, when issues or complaints involve students, or Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees

Code of Conduct with Students

The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.

2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.)

3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s), that are unprofessional, unethical, illegal, immoral, or exploitative.

4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.

5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.

6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.

7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.

8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.

9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.

10. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in person, at any time, for purposes that are not specifically school-related.

11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.

12. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

Los Angeles Unified School District Employee Code of Ethics

(Adopted: 9/98; Revised: 12/00, 2/03)

As employees of the Los Angeles Unified School District (LAUSD), our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community.

CORE PRINCIPALS

To help us achieve our mission, we are committed to three core ethical principles:

• Commitment to Excellence
• District and Personal Integrity
• Responsibility

PURPOSE

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

APPLICATION AND ENFORCEABILITY

The Code of Ethics applies to all District personnel including Board Members. Provisions of this Employee Code of Ethics are supported by State law, and District Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

MAKING ETHICAL DECISIONS

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

• Evaluate the situation and identify the ethical issues.
• Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
• Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
• Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

CONTACTING THE ETHICS OFFICE

For advice, help, training, copies of ethics publications, or more information on the ethics program visit our website or contact us directly.

LAUSD Ethics Office
333. S. Beaudry Ave, 20th Floor
Los Angeles, California 90017
T: 213-241-3330
www.lausd.net/ethics

Social Media Guidelines for Employees and Associated Persons (BUL−5688.1)

Consult the District's Digital Citizenship website for additional resources and complete bulletin.

Many schools, offices and departments have their own websites and social media networks that enable staff to share school/work-related information (e.g., grades, attendance records, or other pupil/personnel record information) may be shared only on District-approved secured connections by authorized individuals. Confidential or privileged information about students or personnel must be maintained at all times. All existing policies and behavior guidelines that cover employee conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Keep personal social network accounts separate from work related accounts. When a student or minor wishes to link to an employee's personal social networking site, redirect them to the school approved website. Accepting invitations to non-school related social networking sites from parents, students or alumni under the age of 18 is strongly discouraged, and on a case-by-case basis, may be prohibited by the site administrator. (BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy)

2. Any employee or associated person engaging in inappropriate conduct including the inappropriate use of social media sites and applications during or after school hours may be subject to discipline.

3. Never post any personally identifiable student information including names, videos and photographs on any school-based, personal or professional online forum or social networking website, without the written, informed consent of the child's parent/legal guardian and the principal.

4. Never share confidential or privileged information about students or personnel (e.g., grades, attendance records, or other pupil/personnel record information).

5. Users shall have no expectation of privacy regarding their use of District property, network and/or Internet access to files, including email. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and/or disclose them to others as it deems necessary. [Refer to BUL – 999.10, Responsible & Acceptable Use Policy (RAUP) For District Computer Systems]

6. Posting inappropriate threatening, harassing, racist, biased, derogatory, disparaging or bullying comments toward or about any student, employee, or associated person on any website is prohibited and may be subject to discipline.

7. Threats are taken seriously and are subject to law enforcement intervention, including but not limited to formal threat assessments. [Refer to BUL −5798.0, Workplace Violence, Bullying and Threats (Adult-to-Adult)]

8. District employees and associated persons are responsible for the information they post, share, or respond to online. Employees should utilize privacy settings to control access to personal networks, webpages, profiles, posts, digital media, forums, fan pages, etc. However, be aware that privacy settings bring a false sense of security. Anything posted on the Internet may be subject to public viewing and republication by third parties without your knowledge.

9. If you identify yourself online as a school employee or associated person, ensure that your profile and related content are consistent with how you wish to present yourself to colleagues, parents, and students. Conduct yourself online according to the same code of ethics and standards set forth in the Responsible & Acceptable Use Policy. It is recommended that you post a disclaimer on your social media pages stating "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."

10. Use of District logos or images on one's personal social networking sites is prohibited. If you wish to promote a specific LAUSD activity or event, you may do so in accordance with the Office of Communications and Media Services guidelines.

11. Misrepresenting oneself by using someone else's identity may be identity theft. It is advisable to periodically check that one's identity has not been compromised.

12. During an emergency situation that impacts the employee's work site, the employee may post a general statement of well being to their social network account if doing so does not interfere with their assigned emergency duties.

III. EDUCATIONAL VALUE OF SOCIAL MEDIA

Technology is reshaping how we reach our students and how students interact with the world. For example, some teachers are using social media as an educational tool. Schools are using social media to launch antibullying campaigns, to share school news and events, to increase homework compliance and support, or to enhance classroom instruction. All social media interaction between staff and students must be for instructional purposes and must not include confidential information without parental and site administrator approval. [Refer to BUL – 6399.0, Social Media Policy for Students]

When using social media for instructional purposes, the highest possible privacy settings must be utilized. The site administrator and parents must be notified of all classroom social media use. Additionally, the site administrator or designee shall have administrative access to such sites. If online commenting is enabled in an open site, the comments must be moderated and monitored daily for inappropriate language and content.

IV. RESPONSIBILITIES OF DISTRICT EMPLOYEES AND ASSOCIATED PERSONS

All District employees and associated persons are expected to:

• Adhere to this Social Media Policy for Employees and Associated Persons.

• Be familiar with and follow the guidelines and the provisions of this policy. All District employees utilizing social media with students are expected to:

• Educate students about digital citizenship, which includes appropriate and safe online behavior, interacting with individuals on social networking websites, and cyberbullying awareness.

• Be familiar with and follow the guidelines and the provisions of this policy and BUL–6399.0, Social Media Policy for Students.

Faculty Responsible Use Policy of Computers/Internet (BUL-999.11)

Consult the District's Digital Citizenship website for additional resources and complete bulletin.

Purpose

The purpose of the District's Responsible Use Policy ("RUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of District technology. As used in this policy, "user" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The RUP applies even when District provided equipment (laptops, tablets, etc.) is used off District property. Additionally, the RUP applies when non-District devices access the District network.

The District uses technology protection measures to block or filter as much as reasonably possible, access to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any

communications or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network, and/or Internet access or files, including email.

The District will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to District applications, including but not limited to email, data management and reporting tools, and other web applications outside the United States and Canada.

Employee Responsibility
If you are supervising students using technology, be vigilant in order to ensure students are meeting the provisions outlined in the RUP.

Digital Citizenship
- All employees are responsible for modeling and actively practicing positive digital citizenship.
- Employees using classroom technology are explicitly required to teach students about positive digital citizenship.
- What employees do and post online must not disrupt school activities or compromise school safety and security.

Privacy
- I will not share personal information about students and employees including, but not limited to, names, home addresses, birth dates, telephone numbers, student ID numbers, employee numbers, and visuals.
- Transfer of student information shall be only through approved District information systems and facsimile. Email and collaborative documents are not secure methods for transmitting student data.
- I will be aware of privacy settings on websites that I visit.
- I will abide by all laws, this Responsible Use Policy, and all District security policies.

Passwords
- Under no circumstances are District passwords to be shared with others, including other District staff and students.
- Log out of unattended equipment and accounts in order to maintain privacy and security.
- Professional Language
- Use professional language in all work-related communications including email, social media posts, audio recordings, conferencing, and artistic works.

Cyberbullying
- Bullying in any form, including cyberbullying, is unacceptable both in and out of school.
- Report all cases of bullying to the site administrator or other authority.

Inappropriate Material
- Do not seek out, display, or circulate material that is hate speech, sexually explicit, or violent while at school or while identified as a District employee.
- Exceptions may be made in an appropriate educational context.
- The use of the District network for illegal, political, or commercial purposes is strictly forbidden.
- Transmitting large files that are unrelated to District business and disruptive to the District network is prohibited.

Security
- All users are responsible for respecting and maintaining the security of District electronic resources and networks.
- Do not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- Do not try to bypass security settings and filters, including through the use of proxy servers.
- Do not install or use illegal software or files, including unauthorized software or apps, on any District computers, tablets, smartphones, or new technologies.

Equipment and Network Safety
- Take all reasonable precautions when handling District equipment.
- Use caution when downloading files or opening emails as attachments could contain viruses or malware.
- Vandalism in any form is prohibited and must be reported to the appropriate administrator and/or technical personnel.

Copyright
- While there are fair use exemptions (http://www.copyright.gov/fls/fl102.html), all users must respect intellectual property.
- Follow all copyright guidelines (http://copyright.gov/title17/) when using the work of others.
- Do not download illegally obtained music, software, apps, and other works.

Consequences for Irresponsible Use
Misuse of District devices and networks may result in restricted access or account cancellation. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against employees, including personnel action and/or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer
The District makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or network. The District also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

Instructions:
After having read the above information, sign below and return to your administrator or other designated supervisory personnel.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of the Los Angeles Unified School District.

School/Office:_____

Employee Name: _____ Employee Number: _____

Employee Signature:_____ Date:_____

Drug, Alcohol and Tobacco-Free Workplace (BUL-3630.1)

The federal government has adopted various anti-drug regulations that require employers, including school district to take certain measures to ensure that the workplace is free from illicit drugs and alcohol. These regulations are included in the Drug-Free Workplace Act, the Drug-Free School and Communities Act and the NCLB Act Title IV, Part A, Safe and Drug-Free Schools and Communities.

Federal regulations require employees to abide by this policy as a condition of employment and further require that newly hired employees will receive a written notice of the District's commitment to a drug-and alcohol-free workplace. This policy in no way precludes administrative or disciplinary action by the District for drug-related and alcohol-related violations occurring outside the workplace.

The policy of the District is to maintain a drug-and alcohol-free workplace and prohibit the manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol by employees in all workplaces.

It is also the policy of the District to prohibit smoking and the use of all tobacco products such as e-cigarettes and peripherals, at all times, on all District property, District-owned or leased buildings, and in District vehicles, by all persons, including employees, students and visitors at any school or District site or any school-sponsored event.

As required by these acts, the Los Angeles Unified School District hereby notifies its employees as follows:

1. The manufacture, sale, distribution, dispensing, possession, or use of illicit drugs and alcohol is prohibited in any and all District workplaces;

2. Violation of Paragraph 1 by an employee will result in appropriate administrative or disciplinary action including, but not limited to, written reprimand, suspension, dismissal from employment, and/or the requirement for satisfactory participation and completion of a drug and alcohol abuse assistance or rehabilitation program;

3. Employees are required to notify the Employee Relations/Services Section, Human Resources Division at (213) 241-6591, or any criminal drug and alcohol statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction;

4. Within thirty (30) days of receiving the notice required by Paragraph 3, the District shall take appropriate administrative or disciplinary action, as specified in Paragraph 2.

For further information on the District's drug-free and alcohol-free workplace policy, see Bulletin 3630.1, Office of the Chief Operating Officer.

The federal and state governments have adopted various anti-tobacco laws that require schools to have adopted and fully implemented tobacco-free environmental policies.

As required by these laws, the Los Angeles Unified School District hereby notifies its employees as follows:

1. Smoking and the use of all tobacco products shall be prohibited on all District property, including District owned, leased, or contracted for [NCLB Act Section 4303] buildings and in District vehicles at all times by all persons, including employees, students, and visitors at any school or District site or attending any school-sponsored events. In accordance with California Assembly Bill 816 (1994), and the Federal Goals law, the District implemented the Tobacco-Free Workplace policy on January 1, 1995.

2. Violation of paragraph one by any employee will result in appropriate administrative or disciplinary action including, but not limited to, a counseling interview, verbal warning, written reprimand, suspension, or dismissal from employment.

For further information on the District's tobacco-free workplace policy, see Bulletin 3630.1, Office of the Chief Operating Officer.

Bullying and Hazing Policy (BUL-5212.2)

Consult the District's Educational Equity Compliance Office website for additional resources and complete bulletin.

DISCRIMINATION AND HARASSMENT
All pupils have the right to participate in the educational process free from discrimination and harassment. Protected categories include an individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, or age, as well as a person's association with a person or group of these protected categories, or any other basis protected by federal, state, local law, ordinance, or regulation. BUL-5212.2 reaffirms the policy against bullying in all areas of the District's jurisdiction, updates the definition and types of bullying and provides recommendations on the investigations, monitoring, documentation and communication regarding incidents of bullying and hazing.

BULLYING
Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act* that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:
Reasonable fear of harm to person or property.
Substantially detrimental effect on physical or mental health.
Substantial interference with academic performance.
Substantial interference with the ability to participate in or benefit from school services, activities, or privilege

Bullying and hazing are part of a continuum of aggressive or violent behaviors. Some acts of bullying or hazing may constitute other categories of misconduct, such as assault, battery, child abuse, hate-motivated incident, criminal activity, or sexual harassment and, as such, violate other District policies.

All incidents must meet the impact criteria of bullying to be considered as such:
Cyberbullying is committed by means of an electronic communication device, such as a cellular phone, computer, or tablet and may include messages, texts, sounds, images, posts on social network, Internet websites, and the creation of false profiles or credible impersonations of another actual person without their consent (CA Ed. Code § 32261 (a-g), CA Penal Code §§ 528.5 – 529).
Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.

Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.

Verbal and non-verbal bullying include gossiping, making rude noises, name-calling, spreading rumors, hurtful teasing and threatening gestures.

Playful teasing is good-natured joking and name-calling among friends with the intention of building closeness. By contrast, bullying is malicious teasing among individuals who are not friends with the intention of invoking harm, fear or humiliation. Teasing may have the unintended outcome of invoking embarrassment, whereas in bullying, invoking embarrassment is the intended goal. Teasing and bullying may appear similar, but the differentiating variables are the relationship between the parties and the intention of the perpetrators.

HAZING

Hazing is a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury, personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. Hazing does not include athletic events or school-sanctioned events [(CA Ed. Code § 48900(q, r), CA Penal Code § 245.6)].

STAFF RESPONSIBILITIES

Model and enforce appropriate behavior by creating an environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted, and students understand that bullying and hazing are inappropriate, harmful, and taken seriously. Be familiar with the indicators of and appropriate responses to bullying and hazing, and communicate and reinforce positive behavior expectations and norms. Intervene immediately and safely with any act of discrimination, harassment, intimidation, hazing or bullying. Report any complaints or incidents of bullying or hazing involving a District employee to the site administrator immediately. Document incidents of bullying and hazing in iSTAR and/or MiSiS.

School Protocols and Regulations

Campus Security

ID badges
All employees are required to have and wear an identification badge. To obtain an ID badge, please see your small school administrator. Each year, retake your picture during the student ID process.

Parent Visits
Per Education code §51101 parents have the right to observe the classroom(s) in which their child is enrolled with a reasonable amount of time of making the request. If a parent has made no prior arrangement/appointment, the main office will contact said teacher to find out if a visitation is convenient.   If a visitation is not convenient, the teacher will write down a time or times when the visitor may visit.

Military Recruiters
Military recruiters who are requesting student directory information should be referred to the Data and Accountability Office at (213) 241-2460. Student lists will be provided to the recruiters for a fee on once an affidavit is signed indicating planned use of the student lists.

Campus Visitors
LAUSD is committed to providing a safe and secure learning environment for its students. The enhanced involvement and assistance of parents, community members, and organization representatives in school programs and activities have increased the number of school campus visitors. In some instances, campus visitors have created concerns for staff. Therefore, all school campus visitors must be informed of and must adhere to the laws and school policies for visitors to school campuses, as stated in the California Education Code 44810(a); 444811(a); 51101(a):(1),(2),(12) and Bulletin1325.1. Adults and minors over 16 years of age who enter campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges. All visitors to West Adams Preparatory High School must have a photo ID, sign in at the Main Office, wear nametags and be made aware of the visitor procedures. Student guests (under 18) may visit school only if accompanied by a parent or guardian. Visits by non-enrolled children (students) unaccompanied by adults must be referred the principal.
Prior arrangements made with the teacher for classroom visitation is mandatory--Teachers should notify the Main Office at least one day in advance when a visitor is expected. At no time shall a visitation interfere with the school/class instructional process. If a visitor becomes disruptive, he/she will be asked to leave immediately. Abuse of any teacher by a visitor – a parent, guardian or other person who insults or abuses any teacher in the presence of other school personnel or in the presence or hearing of a student is guilty of a misdemeanor (Ed Code 44810-112). The principal or designate is empowered to call for police assistance if necessary. Outside vendor delivery personnel including food deliveries are not permitted on campus unless with the permission of the Principal.
Guest Visitors to classrooms must get cleared by the principal. Teachers will need to fill out a classroom visitor authorization form and have it authorized three weeks before the visit. Please see Attachment A at the end of the faculty handbook for a classroom visitor authorization form.

Refer to next section to view the visitor authorization form. Forms are available from the main office.

Visitor Authorization Form
West Adams Preparatory High School

1500 W. Washington Blvd.
Los Angeles, CA 90007
Phone: (323) 373-2500   Fax: (323) 373-2518

Classroom Visitor Authorization Form

Name:_____

Room #_____

Date:_____

I would like to request authorization for _____

to visit my classroom on _____ .   The visitor will

be in my classroom from _____ am/pm to _____ am/pm.

The purpose of the visit is to:

_____

_____

_____

I understand that the visitor will have to check into the main office upon arrival at West Adams and have to wear a visitor's badge while they are on campus. The visitor will not be left alone with students in the classroom. The visitor will have to sign out of the main office upon departure from West Adams.

_____   _____

     Teacher Signature   Date

_____   _____

    ACADEMY Administrator Signature   Date

_____   _____

    Principal Signature   Date

ACCESSING SITES DURING NON-SCHOOL HOURS

No staff member should be on-site on a non-school day or other non-school hours unless administration has pre-authorized their use of facilities. West Adams is alarmed during non-school hours and unauthorized entrance will alert the LA School Police. If a staff member would like access on a non-school day when there are administration present, the staff member must receive permission from the administrator present. Use Attachment B – Authorization to Access Site during Non-School Hours for authorization. Attachment B is included in the form section of the handbook. The staff member should communicate their arrival and exit time and their work location. This communication is in place to prevent setting off the intruder alarm and to ensure the safety of the employee.

LAUSD Policy for Using Facilities when Site Administration is not present: Employees authorized to be on site when staff is not routinely assigned shall follow the two-step process outlined below. A. The site administrator must pre-approve a written authorization for employees to enter the facility during non-business hours. The authorization shall identify the employee by name, employee number, and position title and also indicate the date, time, purpose, and authorized building(s) or area(s) to be accessed. The employee who is given permission to access the campus during non-school hours must be knowledgeable about how to deactivate the alarm upon entering the site and how to activate the alarm when leaving the site. Use Attachment B – Authorization to Access Site during Non-School Hours for authorization. A copy of Attachment B shall be sent to the LASPD Watch Commander in advance of site use and the employee is to keep this attachment in his/her possession when on site.

Employees shall be trained and able to perform all of the tasks in the checklist on Attachment C – Checklist for Accessing/Closing a Site During Non-Business Hours. Employees shall have a copy of Attachment C in their possession when on site. The completed checklist will be returned to the authorizing administrator.

Upon arrival and entry to the site, the authorized employee shall call the LASPD Watch Commander at (213) 625-6631 with notification that staff is on site. The alarm must be deactivated for all authorized areas to be used. At the conclusion of use, the authorized employee shall call the LASPD Watch Commander with notification that the site is secured and cleared. The alarm must be activated for the entire site.

Planning Events
All student events that use facilities beyond the classroom or that involve the attendance of non-students should be approved by the administrator in charge of the pertaining area. Staff members should submit a calendar form using the school website at least two weeks prior to the event. They should check the school calendar to see if the venue is available on the date requested. After the staff member submits the on-line form, the administrator in charge of the school calendar will notify the teacher within 48 hours if the venue is not available. Venues include the use of the MPR (S230), theater, Student Run Café, and student cafeteria. Please note, that the athletic field and gymnasiums are the classrooms for the Physical Education program and use of these areas should be avoided during class time. In the event that a PE facility must be used during the school day, notify the PE Department at least one week in advance.

Use of the Library
Reservation of the library or library conference room should be completed on-line using the school website. 24 hour notice should be given prior to the requested date. There are designated check-out times for checking out materials. See the administrator in charge of the library regarding access for your students. Library conference room is unavailable.

Keys

Teachers may obtain keys and parking cards from the School Administration. Keys and cards are returned at the close of the school year. Report any loss of keys/cards immediately to an administrator so that security can be maintained and a police report needs to be filed. Do not loan keys to students at any time. Failure to notify administration of lost keys may lead to disciplinary action. Staff who lose a parking card must pay the replacement cost of 20 dollars to obtain a duplicate. See Bulletin 2374.2.

Staff Parking

Vehicles may not be left or stored on school property. There is no overnight parking. Faculty and staff are not to use spaces reserved for visitors, the disabled, students or those that are marked restricted. Staff members using slots designated for two cars must pull in completely to allow another car to park. Cars parked in such a manner that occupies 2 spaces may be ticketed.

Students are not allowed in the underground parking lot with or without teacher supervision. If you need assistance unloading items from your car, please contact you ACADEMY Principal. They will make arrangements with the custodial staff to assist you in hauling items to your classroom.

Media Plan

When a major event occurs involving West Adams Preparatory students or personnel on or off the campus, the following procedure will be implemented in reference to handling the media. ALL media contact should be directed to the principal or designee. Anytime the media is on campus, notify the Principal immediately.
> Principal or Designee will:
>> Contact the school police officer to secure school entrances and direct media accordingly.
>> Contact district communications office for further direction.
>> Issue communication with the staff including instructions on handling student concerns regarding the incident or situation.
>> Make arrangements for school police to monitor situation after hours.
> Staff will:
>> Refer media to principal's office.
>> Not release any information regarding the student or their records to the media.
>> Be reminded that nothing is off the record and you are cautioned about civil liability of comments made to the media.
>> Monitor student behavior, limit number of passes, increase supervision during passing periods, etc.

Reporting Accidents

A "Formal Report of Accident" form is to be made out on all accidents involving students or employees, no matter how minor, in the event of legal action that may follow. Forms may be obtained from the nurse and/or you small school principal. The nurse should check students who are injured in school. If the nurse is not available, an administrator should be contacted. In case of injury where the student is unable to walk to the Health Office, the nurse or the administrator is to be called to the scene of the accident.

All school employees are protected under the Worker's Compensation Act in cases of injury or death incurred in line with the usual duties required of school employees, as provided in his/her contract or other conditions of employment. An injured employee should report his/her injury to his/her small school principal and to the Human Resources Department as soon as the injury occurs. In addition to verbally reporting the injury, the employee must also complete an Employee Accident Report and return it to the Human Resources Department on the same day (or as soon as possible) as the injury occurred.

Delivery of Food onto Campus

Students are not permitted to order food to be delivered at West Adams Preparatory High School. Staff should not order food on behalf of students. Because the school has experienced a large volume of orders that impact office staff monitoring school safety, staff who plan to order food for delivery on campus must be in the office before the order arrives. Deliveries should occur only during non-instructional time. Please consider supporting the school's culinary arts program when placing orders.

Signs/Posters

Windows on classroom doors are not to be covered in any manner. All signs, posters, etc. must be approved by the Principal or Principal Designee before being posted. Also signs/posters need to be taken down after an advertised event takes place. Signs/posters without administrative approval shall be removed immediately.

Additional Professional Duties

Article IX section 4.0 of the Collective Bargaining Agreement states, "each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instructional planning; preparing lesson plans in a format appropriate to the teacher's assignment; preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides when assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment; assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator."

Mailboxes/Email/Website

Mailboxes are located in academy offices. It is required that teachers check them in the morning and before leaving for the day for messages and other notices. An email account is provided all District employees. It is the responsibility of each employee to check email on a daily basis. Staff are legally mandated to follow District protocols on appropriate use of technology. Email and technology should be used for District use only. Access issues should immediately be reported to the LAUSD Instructional Technology Division. Use the school website for forms and information. Any/all entries to school website must be approved with the administration before posting. No social media accounts may be created associated with the West Adams' name and/or logos. Use Schoology for official business.

Back to School, Open House, and PHBAO conferences

All teachers are required to attend Back to School, Open House, and fall and spring PHBAO Parent Conference nights. If a teacher is not in attendance due to an illness or emergency, the teacher must arrange with the academy administrator an alternative time to meet with parents at an equivalent time period. Appropriate documentation and benefit forms must be completed. To encourage parents to attend parent conferences, teachers are required to maintain the parent conference call log. Completed logs of 20 parent contacts should be turned into the academy administrator on the day prior to the parent/community event.

Supervision Responsibilities

Early dismissals of students are not authorized. Teachers are to keep students inside the classrooms until the dismissal bell rings. Teachers who detain students after the dismissal bell will need to send a pass with each detained student to next class. Teachers are required to stand outside of their door to assist with supervision during passing periods. Compulsory education laws create a special relationship between students and teachers, who effectively take the place of parents and are responsible for actively protecting the children under their charge. Accordingly, teachers have a duty to be vigilant and present to properly monitor students, prevent or correct harmful situations or call for help when a situation is beyond their control.

Removing students from a classroom, including sitting in hallway, during instructional time without administrative clearance is not authorized. Teachers are required to keep ALL of your assigned students within your direct visual observation at all times. Teachers are responsible for the conduct or safety of any pupil while such pupil is or should be under your immediate and direct supervision (using a reasonable person standard).

Per SDM students are not to be issued Hall Passes during the first and last 10 minutes of class. All students need to have a pass to be out of class. Limit passes to increase instructional time and decrease discipline issues. Use the official WAPHS hall pass for students who will be returning to your class during the period. Use office referral forms for student going to the nurse or not returning to class.

Record-keeping

Roll book and Attendance Procedure

Teachers are required to take attendance during the first 10 minutes of class and input attendance for every period each school day. Teachers are to mark students absent any time the student is not in class regardless of the reason. The staff person responsible for student absence shall provide a list to the Attendance Office of all students who participated in school related activity including athletic events. The Attendance Office will then take the responsibility of recording their absence code. Teachers are responsible for completing absent discrepancy reports in a timely manner.

Access to and Use of Student Records

Students' personal cumulative folders may be made available to the teachers by the counselors or by the registrar and in no instance are they to be removed from the school site. If a CUM folder is removed from the file, it must be replaced by an "out card" completed with the required information. Student's permanent grade (report card) folders are never removed from the files. Because of the Family Privacy Act, all persons must clear with the principal before undertaking research projects, making off-campus class reports, or making media items related to students and the school. Military recruiters who are requesting student directory information should be referred to the Data and Accountability Office at (213) 241-2460. Student lists will be provided to the recruiters for a fee on once an affidavit is signed indicating planned use of the student lists (LAUSD Bulletin1077 Information Protection Policy).

Work Hours/Absences

Teacher Work Hours
Per Article IX section 2 of Collective Bargaining Agreement all employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. All teachers are to sign-in/out in their small school office. Article IX, section 3.1 also makes explicit that teachers are to sign in 7 minutes before instructional time begins and no earlier than 6 minutes after the end of the instructional day.

Sign-in/Sign-out Procedure
Time Card is the District's official document of an employee's attendance/absence for time reporting purposes. The use of the time card is mandated in the Board Rules and is subject to the District designated auditors. All certificated employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. All classified employees, except those identified in Personnel Commission Rule 596 (over-time exempt), sign in by recording the actual time of arrival but not earlier than the assigned start time and sign out by recording the actual time of departure but not later than the scheduled stop time from their assigned work location(s).

Except for special scheduled events, the campus closes at 6 PM. If you are planning to stay after 4:30 PM, notify the Late Administrator. Always inform your administrator if students are staying after school with you. For your safety and the safety of students in case of emergencies, it is important that the school is aware of the location of staff and students after school hours.

Teachers Leaving Campus
Teachers must sign out and sign in the main office if they are leaving campus during lunch hours.

Absence Certification
Completed and approved absence certification forms are required prior to reporting of absence time. The following certification forms are available in the Main Office and each ACADEMY Office: Certification of Illness, Family Illness, Or New Child, Form 60.ILL & Certification of Absence for Non-Illness, Form 60.NON-ILL. Additionally, teachers who are absent the day(s) before or after an extended weekend or break must submit a doctor's note with their certification.

Substitute Teacher Folders
When a teacher is absent from duty and is necessary, well-planned procedures will enable the work of the teacher to proceed with as little interruption as possible. Per Article IX section 4.0 of the Collective Bargaining Agreement teachers should complete a substitute folder and file with Small School Office by the end of the 1st week of instruction. Substitute teacher folders are to contain the following:
- Lesson plans
- Seating charts
- Class rosters
- Attendance procedures
- Teacher's Discipline Plan
- Your emergency lesson plans
- List of students with accommodations/modifications

Substitute Request System

***Note, certain categories of the teaching staff including ROP and JROTC do not use the substitute request system. Instead the teachers in these categories will report their impending absence directly to the School Administrative Assistant (SAA).

SmartFindExpress

Beginning the 2016-2017 school year, teachers must register for the new substitute teacher request system, SmartFindExpress. The new SmartFind system can be reached at the same phone number that has been used to access SubFinder (877-528-7378). Please follow the instructions below to register and access the system:

Phone Registration What you need to do the first time you use the system	Register with the system by calling: (877) 528-7378 Access ID: Employee Number PIN: Date of Birth (MM/DD/YY) NOTE: Phone registration is required BEFORE you access the web site Enter your Access ID, followed by the star (*) key. The system will then prompt you to enter your PIN. You will be asked to record your name. When you have finished recording, press the star (*) key
Web Access What you need to do when you access the web system for the first time	Open your internet browser and access the SmartFindExpress site. The system Welcome Message and any district-wide announcements are displayed. https://lausd.eschoolsolutions.com/ You will use your Single Sign-On to access. Upon successful login, your home page is displayed. Please review your contact information under the Profile menu. Any needed updates will be made via the LAUSD self-service portal and will update in the SmartFindExpress system daily. Link to self-service portal: https://selfservice.lausd.net You can watch instructional videos from the login page or once logged in; you can download the User Guide from the Help menu.
What to do if you have questions	For questions related to your substitute assignment or the SmartFindExpress system please call: (213) 241-6117 If you need assistance with your Single Sign-On please contact the Information Technology (IT) Help Desk at: (213) 241-5200

Request for Class Coverage

Partial Day Coverage

When teacher attends Professional Development (PD) training:

1. Complete "Request for Class Coverage" form
   a. Make sure the form contains your small school administrator signature & fund source
   b. A funding source number should be obtained from your small school administrator

2. Teacher submits form to SAA/Admin Aide in main office in a timely manner
3. SAA/Admin Aide will contact a sub for coverage

When teacher leaves early due to illness/emergency:

1. Same procedures as #1 but a teacher must also complete:
   a. Illness or non-illness form with small school administrator signature
   b. Submit both forms to SAA/Main Office who will contact a sub for coverage
   c. Sign-out at ACADEMY

Full Day Coverage

When teacher attends PD training all day:

1. Complete "Request for Class Coverage" form
   a. Make sure the form contains your small school administrator signature & fund source
   b. A funding source number should be obtained from your small school administrator
2. Submit "Request for Class Coverage" form to SAA/Admin Aide in a timely manner
3. You, not SAA/Admin Aide, calls Sub Finder
4. If more than 5 teachers need coverage for PD purposes, obtain names of substitutes from SAA/Admin Aide will contact them directly.

When teacher is out due to illness or emergency:

1. Access SmartFindExpress to request coverage
2. Complete and submit and illness or non-illness form with your small school administrator's signature to SAA/Admin Aide immediately upon return

Teacher running late

1. You must notify your small school.
2. The small school will notify the SAA/Admin Aide in the main office.
3. You must sign-in in your small school office before entering class.
4. Teacher must submit illness or non-illness form with small school administrator's signature to SAA/Admin Aide in the main office by the end of the return day

Cisco IP Phone 8861

1 Dial

To place a call, pick up the handset and enter a number. Or, try one of these alternatives.

Redial Last Number

Press Redial to redial on your primary line. To redial on another line, press the line button first.

Dial On-Hook

1. Enter a number when the phone is idle.
2. Lift the handset or press Call, Headset, Speakerphone , or Select.

Speed Dial

Enter a speed-dial item number and press SpeedDial. You may also have speed dials assigned to some buttons along the left side of your phone.

Outside calls

Enter **8** then ten digit phone number or 1+ten digit phone number for long distance *(if active)*

2 Answer

New calls display in these ways:

• A flashing amber line button

• An animated icon and caller ID

• A flashing red light on your handset

To answer the call, lift the handset. Or, press the flashing amber session button, Answer, the unlit headset button, or the speakerphone button.

Answer Multiple Lines

If you are talking on the phone when you get another call, a message appears briefly on the phone screen. Press the flashing amber line button to switch lines and press the session button to answer the second call. The first call goes on hold automatically. You can answer a call through an actionable incoming call alert if this feature is enabled by your administrator.

3 Hold

1. Press Hold. The hold icon appears and the line button flashes green.
2. To resume a call from hold, press the flashing green line button, Resume, or Hold.

4 Transfer

1. From an active call, press Transfer.
2. Enter the transfer recipient's phone number.
3. Press Transfer again (before or after the party answers). The transfer completes.

Direct Transfer

You can transfer the active call to the held call either on the same line or across lines

• From an active call, press Transfer.

• Press Active calls to select the held call, and press Transfer again to finish the call transfer.

5 Conference

1. From an active call, press Conference.
2. Make a new call.
3. Press Conference again (before or after the party answers). The conference begins and the phone displays "Conference."
4. Repeat these steps to add more participants. The conference ends when all participants hang up.

Join Calls

You can conference the active call with the held calls either on the same line or across lines.

• From an active call, press Conference.

• Press Active calls to select the held call, and press Conference again to create the conference.
View and Remove Participants
During a conference, press Show Details. To remove a participant from the conference, scroll to the participant and press Remove.

6 Mute
1. While on a call, press Mute . The button glows to indicate that mute is on.
2. Press Mute again to turn mute off.

7 Voicemail
New message indicators:
• A solid red light on your handset
• A stutter dial tone (if available)
• The voicemail icon and number display on the screen along with one idle session button
Listen to Messages
Press Messages and follow the voice prompts. To check messages for a specific line, press the line button first.

8 Divert
Press Divert when the call is ringing, active, or on hold. Divert redirects an individual call to voicemail or to another number set up by your system administrator.

9 Forward All
1. To forward calls received on your primary line to another number, press Forward all.
2. To forward calls to another number, enter a phone number.
3. To forward all calls to voicemail, press Messages
4. To cancel call forwarding, press Forward off. To set up forwarding on a secondary line, press the line button to select the line and press Forward all. To set up forwarding remotely, access your Self Care Portal.

10 Call History
View Call History
1. Press Applications.
2. Scroll and select Call History.
3. Select a line to view. Your phone displays the last 150 missed, placed, and received calls.
4. To view details for a call, scroll to the call, press More, and then press Details.
View Missed Calls Only
1. View your call history.
2. Press Missed. Alternately, press the session button mapped to the Call History icon. Dial Call History
1. View your call history, or navigate to your missed or placed calls.
2. Scroll to a listing and lift the handset, or press Select.
3. To edit a number before dialing, press More >EditDial.

11 Directories
1. Press Contacts.
2. Scroll and select a directory.
3. Use your keypad to input search criteria.
4. Press Submit.
5. To dial, scroll to a listing and press Dial.

12 Settings
Volume
The Volume bar is located to the left of the keypad.
• To adjust the handset, headset, or speakerphone volume, press Volume when the phone is in use.
• To adjust the ringer volume, press Volume on the left (-) or right (+).

• To silence the phone when ringing, press Volume left one time. Pressing Volume multiple times lowers the ringer volume.

Ringtone

1. Press Applications.
2. Select Settings > Ringtone.
3. Select a line.
4. Scroll through the list of ringtones and press Play to hear a sample.
5. Press Set and Apply to save a selection.

Screen Brightness

1. Press Applications.
2. Select Settings > Brightness.
3. Press the Navigation cluster left or right to increase the brightness and press Save.

Font Size

1. Press Applications.
2. Select Settings > Font Size.
3. Select Tiny, Small, Regular, Large, or Huge.
4. Press Save.

13 Navigation

Where are the Line Buttons?

Line buttons are located on the left side of the phone screen. Buttons that are not assigned to phone lines can be used for speed-dials and other features. Contact your system administrator for more information.

Where are the Session Buttons?

Session buttons are located on the right side of the phone screen.

Where are the Softkeys?

Four softkey buttons are located below the phone screen. You can press More (when available) to reveal additional softkeys.

How Do I Navigate in a List or Menu?

Press up, down, left, or right on the four-way Navigation cluster. A scroll bar on the screen indicates your relative position within a list.

How Do I Select an Item in a List or Menu?

With the item highlighted, press Select. Or, use the keypad to enter the corresponding item number.

How Do I Exit a Menu?

To exit a menu completely, press Exit.To go back one level in a menu, press Back. Note: If you press and hold Back, you exit a menu completely.

14 USB Charging

To charge your mobile phone, use the side USB port of the Cisco IP Phone 8851 or 8851NR, or use the side or back USB port of the Cisco IP Phone 8861. To charge your tablet, use the back USB port of Cisco IP Phone 8861.

15 Tips

How Can I Keep Track of Multiple Calls? Line button colors indicate call states and can help you stay oriented when handling multiple calls including shared lines:

• Ringing call—Flashing amber
• Connected call—Solid green
• Held call—Flashing green
• Shared line in-use remotely—Solid red
• Shared line on hold remotely—Flashing red

16 to retrieve your personal voicemail messages from the new Cisco phone system:

Dial your Cisco phone number:

For phones assigned **internal** 10-digit numbers (771203....)

From any Cisco or brown analog phones within the school, dial your 5-digit extension

You will be greeted by the voice messaging system if the call is not answered after   3 rings

Press * at any time

Enter your 10-digital phone number followed by # when prompted for user id

Enter your personalized pin followed by # at the next prompt

For phones assigned **public** 10-digit numbers (323373....)

From any phones inside the school, dial your 5-digit extension, or from your cell or home phone, dial the full ten-digit phone number. You will be greeted by the voice messaging system if the call is not answered after 3 rings.

Press * at any time

Enter your 10-digital phone number followed by # when prompted for user id

Enter your personalized pin followed by # at the next prompt

Dial directly to the voice messaging system:

For phones assigned **internal** or **public** 10-digit numbers, call (213) 241-8000

You will be greeted by the voice messaging system after 1 ring

Press * at any time

Enter your 10-digital phone number followed by # when prompted for user id

Enter your personalized pin followed by # at the next prompt

17 Please note the voicemail box will require a one-time initial setup when you interact with the system. The standard pin number to gain access is 123456 followed by #.

The system will guide you through the process with simple to follow instruction in personalizing your voicemail. Please let me know if you have any questions.

18 W*here Can I Find a Complete User Guide?*

http://www.cisco.com/c/en/us/support/collaboration-endpoints/unified-ip-phone-8800-series/products-user-guide-list.html

Activities Using Additional School Expenditures

Compensation for Overtime
West Adams will pay for some conference fees/costs with prior approval, however no overtime compensation will be given. All hours must be preapproved. Submit time sheets and any supporting documents to designated administrator.

Professional Development/Conferences
I. Prior to attending a conference/workshop
Complete and submit a Conference Request Form to Title 1 office with ACADEMY principal approval.
If you need class coverage, please submit "Request for class coverage" through your small school principal.
Submit the request at least 3 weeks in advance. For conferences needing authorization from the Local District may need 6 weeks advance notice.

II. After activity
Submit the agenda. All staff attending PD/conferences are expected to share their learning in a presentation to their colleagues.
.

Field Trip Procedures

West Adams Preparatory High School Field Trip Protocol
In an effort to expedite and streamline the procedures for processing field trips, below is the protocol in planning a school field trip.

Before the field trip
Field trip forms are compiled in a Field Trip Protocol Packet and will be available through the Categorical Programs Advisor in the Parent Center. **All requests must be given with at least 30-day advanced notice**.

The Field Trip Protocol Packet should include the following before being approved:
1. Complete and submit the School Site Council Field Trip Proposal to the Title I Coordinator and present your proposal to the School Site Council (for field trips requiring Categorical funding including substitute pay)
2. Request for Approval of School Organized Trips for Students
3. Itinerary & Lesson Plan
4. List of students going on the trip as well as those not going.
5. List of adult chaperones (faculty, paraprofessionals, parent volunteers, etc…)
6. Request for Field Trip Lunch
7. Copy of Parent Permission Slip

After the school field trip has been approved
The School Site Council will notify you if the trip was approved and will forward approved form to Title I Office for funding.
1. Once you received approval from SSC, contact venue and make reservations.
2. Send out Parent Permission Slips, verify with Title I Office if your bus was confirmed.
3. Send out Activity Request Form for teachers to sign.
4. Order sack lunches from the cafeteria at least 2 weeks in advance
5. Remind students that they must be in dress code in order to attend the field trip.

Attendance Procedures

In order to assist with attendance clearance, please submit the following to each ACADEMY office support & to the Main Office:

1. Class roster of students attending the field trip as well as a separate roster of students not attending the trip; roster must include location of student for each period. (Reminder: only students without parent permission can be left behind.) Field Trips are an extension of the curriculum.

2. The top portion of the Parent Permission Slips (Main Office). Keep the bottom portion with you.

3. A list of adult chaperones attending the field trip (faculty, paraprofessionals, parent volunteers, etc..). Include cell phone number of faculty attending in case of emergency.

** ALL FIELD TRIPS MUST BE CALENDARED IN THE TITLE I OFFICE.

Please assure in meeting these requirements in order to avoid a same-day cancellation of the field trip.

Emergency Procedures

Emergency Drills

Fire alarm drills are required by law.

The signal will be repeated successive short intermittent signals of the bell for a full period of ten seconds, to be immediately followed by an intermission or period of silence of five full seconds before the signal is repeated. The signal shall be given for not less than a one-minute period.

During an emergency, staff will be sent further instructions from the Principal through the phone application REMIND.

General Rules

All persons, including students, teachers, and classified employees must leave the building immediately in an orderly and controlled fashion.

It is against the policy of the school system and fire department to forewarn any employee or any student of a fire alarm that is about to be held.

Each teacher will be given a chart that shows emergency drill exit routes for specific rooms.

Procedures for Students

Evacuate rooms immediately; except for earthquakes and surprise attacks. Personal belongings such as purses and clothing should be taken from the rooms.

Proceed quietly and quickly in a single file line (without talking, running, or pushing) along the exit route.

Assemble at the assigned destination post for roll call. Students must remain at least 50 feet from the building at all times.

Procedures for Teachers

The Emergency Procedure should be posted conspicuously in the room.

Supervise orderly, rapid, and quiet evacuation from the room and along the exit route to the assembly area. A practice session at the beginning of the school year is suggested.

The direction sheet indicates only one route. Instruct your students to change direction when needed. Appoint a student to lead others to the assembly point and another to keep the group from straggling.

Check laboratories, workrooms, storerooms, conference rooms, etc., before leaving the room to see that no students are left behind.

Teachers are asked to adjust class positions in the assembly area to make room for oncoming classes.

On reaching the prescribed destination, the teacher will immediately check the class roll to see that all students who were present in the classroom at the time of the alarm are accounted for.

Any teacher not assigned in a classroom with a group of students is asked to assist in expediting traffic through key exits and to report to the vice principal to assist with supervision of students.

The nurse will provide a first-aid kit and will be available at the control station in the quad area.

At the all-clear signal classes will return to their classroom by the same routes used to leave the building.

Shelter in Place Drill

Review the evacuation map so that each student is familiar with the route to be taken during the drill.

If inside a building, give the command to "drop and cover." Everyone should seek immediate cover (against wall, under furniture, etc.). Take a protective position; drop to knees, clasp both hands behind the neck, cover ears with forearms, close eyes, and bury face in arms. Make exposed body area as small as possible.

If outside building, take cover immediately. If within a few steps of a solid object, get behind it and lie prone (face down) or lie on side in a curled-up position with back to the explosion (if there is one). Cover head and ears with arms and hands and close eyes.

Following the emergency, first aid and emergency care will be provided at each site pending further instruction.

Earthquakes-Inside Buildings

The command "Drop, Cover, Hold" is given. All staff and students shall drop on the floor and under a table or other support object. Caution should be taken to:

Avoid glass and falling objects.

Move away from windows.

Move away from heavy, suspended light fixtures.

Move away from freestanding cabinets and bookshelves.

After the earthquake is over, students are to evacuate to the designated areas. Stay as far away from buildings as possible. Students are to be assembled and seated in the designated area. Teachers are to maintain control of their groups at all times.

Lock Down
When the signal for a lock down drill is sounded:
Lock doors, close blinds and instruct students to move to a safe position away from doors and windows.
Check Remind phone app for instructions.

Responsibilities of School Employees
Immediately upon declaration of a state of extreme emergency by the Governor of the State of California, all public employees are declared to be civil defense workers subject to civilian defense activities as may be assigned to them by their superiors, or by law. The term "public employees" includes all persons employed by the state or any country or city and county, state agency, or public district, excluding aliens legally employed.

Fire Safety
All district staff members must be prepared to react in the event of fire. Knowing exactly what to do is essential to protect your own life and the lives of students and other staff members. If a fire is discovered, you shall:

Turn on the alarm at the closest alarm station.

Alert other persons in the immediate area.

Attempt to extinguish the fire ONLY if it is controllable. (You should not attempt to extinguish any fire larger than a wastebasket-size fire, or if it has spread beyond the spot where it started, or if the fire could block your route of exit). DO NOT use any fire extinguisher unless you are familiar with its type and method of operation.

IMPORTANT FIRE SAFETY RULES TO REMEMBER
Storage of Combustibles: Keep storage areas clean and orderly. No combustibles closer than 18 inches from light fixtures or 36 inches from electrical panels.

No more than 20% of each wall may be covered with paper or flammable decorations. Never hang anything from ceilings or light fixtures.

No open flames or hot plates in any classroom unless it has been designated for this purpose and has been equipped with a fire blanket and the proper extinguisher.

Instruction

Leadership

Linked Learning Coordinators

ACADEMY Linked Learning Coordinators collaborate with ACADEMY teachers and principal in the capacity of an instructional coach providing instructional development, and coordination of the school-wide instructional program, under the direct supervision of the ACADEMY principal.

Linked Learning Coordinator duties include:

- Collaborating with other school leaders including attending Instructional Leadership Team meetings

- Leading grade level groups within ACADEMYs to discuss student work and interdisciplinary projects and activities

- Generating and sharing curricular and instructional ideas with ACADEMY principal and other Linked Learning coordinators.

- Serving as an instructional coach to his/her ACADEMY teachers including demonstrating model lessons for other teachers and collaborating with teachers to develop curriculum and instructional strategies.

- In collaboration with ACADEMY assistant principal design/facilitate professional development for his/her ACADEMY.

- Working with school-wide and ACADEMY curricular teams to implement instructional strategies including developing new curricular programs and projects for the small school and using data to guide the development of new strategies and encourage career awareness.

- Mentoring new teachers including conducting new teacher meetings and visiting new teachers in their classrooms.

- In collaboration with ACADEMY assistant principal develop small school identity and opportunities for students to develop sense of belonging including student social events.

- Perform other duties as assigned

Department Chairs

Department Chairpersons provides educational leadership for the department, and coordinates the organization and implementation of the instructional program and activities of the department, under the direct supervision of the principal.

Department Chair duties include:

- Plan and lead department meetings to improve student achievement for all students, including special education and English language learners

- Monitor and assess department organization in relation to State Content Standards

- Support teachers in the implementation of content pacing plans and common formative assessments

- Work with instructional coaches and testing coordinators to analyze state, district and school-site test data for the development of appropriate intervention and professional development

- Serve as the school-site resource person in the subject field of the department and disseminate subject information to teachers

- Support the instructional work of the department as it relates to school initiated programs

- Assist in the selection of textbooks and other resource materials for the department

- Collaborate with the assistant principal/head counselor with recommendations for class offerings and balancing of department classes

- Attend school-wide instructional leadership team meetings

- Perform other duties as assigned

West Adams Goals and Foci

School-wide Learner Outcomes (SLOs)

All West Adams students will be:

Prepared
Resilient
Innovative
Determined
Empowered

WASC Critical Areas for Focus 2018-2024

- Improve proficiency in Literacy and Numeracy
- Continue to improve access and achievement in Advanced Placement courses
- Continue to increase passage rates in all core/a-g classes
- Continue to improve instruction of English Learners toward fluency and mastery of English skills
- Increase the incorporation of 21st Century learning skills across all courses
- LA's Promise needs to improve communication and transparency to school site on resources available to improve student learning
- Implement initiatives to allow enough time for data analysis and program evaluation
- Continue to find opportunities/time for collaboration to improve student learning

  .

WEST ADAMS GOALS and Foci 2018-19

Writing → • Evidence-Based Writing Graphic Organizer, EBWGO

Critical thinking skill development → • Project Based Learning, PBL
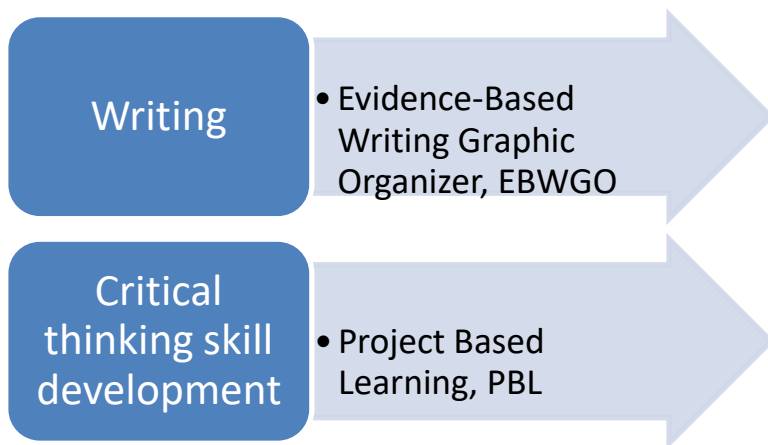
District Focus Elements:
- **Discussion Techniques, and Student Participation**
- **Standards-Based Projects, Activities, and Assignments**
- **Feedback to Students**

Professional Development

West Adams teachers enhance their instruction through participation in professional development. PD includes weekly collaboration on Tuesday (two academy and two content area meetings) and twice monthly collaboration of academy common conference time. PD provides opportunities for data analysis, including student work review; enhancement of common instructional strategies and protocols; collaboration for content area and interdisciplinary lesson development and professional learning community culture; reflection of practice; review of Teaching and Learning Framework; and workshops/presentations of the Whole Child Approach.

Common Instructional Strategies

West Adams continues to improve instruction through a focus on common instructional strategies and protocols. The West Adams faculty and the Instructional Leadership Team selected the designated common instructional strategies. Supervision of instruction will focus on the elements of the Teaching and Learning Framework: discussion techniques, feedback, and standards-based projects as well as the school's designated common instructional strategies and protocols listed below. As part of instructional supervision, administrators will visit individual teachers every two weeks. Teachers will reflect on their instruction use Teachers should have an updated whiteboard each instructional day. PBL should be the foundation of their instructional units. Pair Share, EBWGO, and Annotation of the Text should each be implemented at least once a week and lessons should integrate at least one of these strategies on a daily basis.

Description of Strategies Selected by WAPHS Faculty/ILT

Project Based Learning (PBL) increases rigor and relevancy by infusing driving questions that focus instructional units and student led projects that instill 21st Century learning.

Think (Ink) Pair Share is a discussion strategy for student to student discourse and reflection.

Evidence Based Writing Graphic Organizer is a writing template that increases rigor, critical thinking skills, and organization during the process of argumentative writing.

Annotation of the Text is a close reading strategy that increases comprehension of rigorous reading material.

Panther Whiteboard Configuration is a display of lesson planning on the whiteboard that organizes instruction and enables students to understand the purpose of the lesson.

West Adams Preparatory High School
Classroom Observation

Teacher:		Subject:		Period:	
Date:		Time In:		Time Out:	
EDST elements: 3B2 Discussion Techniques, 3C1 Standards-Based Projects, 3D3 Feedback					
Learning Objective:					
Language Objective:					
Observations					
Teacher Reflection Question:					
Next Steps:					
EBWGO	Not Observed:	Observed:	Comments:		
Think Pair Share	Not Observed:	Observed:	Comments:		
Annotation of Text	Not Observed:	Observed:	Comments:		
PBL	Not Observed:	Observed:	Comments:		

Feedback Reflection Sheet

Teacher:		Course:		Period:		Date:	
Learning Objective:							

Element of Focus	Ineffective	Developing	Effective	Highly Effective
Discussion techniques and Student participation	Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating all questions and most answers. The teacher and a few students dominate the discussion.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging.	Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher directed to student initiated conversation. Students are expected to participate in an intellectually challenging discussion.	Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions
Reflection:				
Feedback to Students	Teacher's feedback to students is limited, infrequent, and/or inaccurate. Feedback is not aligned to the instructional outcome.	Teacher's feedback to students is not consistently timely, frequent, and/or accurate. Feedback may not be aligned with the instructional outcome.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.	Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Students make use of specific feedback to revise and improve their work. Students work collaboratively with peers to provide each other with actionable feedback.
Reflection:				
Standards-Based Projects, Activities and Assignments	Projects, activities and assignments do not require higher levels of thinking or are not aligned to the instructional standards. Few or no students are cognitively engaged.	Some projects, activities and assignments are aligned to the instructional standards and may require higher levels of thinking. Some students are cognitively engaged. The learning activities are differentiated, as necessary, to meet the needs of some students.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.	Instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged, constructing their own understanding and exploring content. Teacher creates an environment that supports students in initiating or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to meet all student learning needs.
Reflection:				
EBWGO	Implemented Yes / No	Reflection:		
Think Pair Share	Implemented Yes / No	Reflection:		
Annotation of Text	Implemented Yes / No	Reflection:		
PBL	Implemented Yes / No	Reflection:		

*As the West Adams Team continues to improve student academic success, please reflect on today's lesson and complete the feedback sheet. I have scheduled the feedback session for the following time and location—**Date:** _____ **Time:** _____ **Location:** _____*

Evidence Based Writing Graphic Organizer

Question or Prompt:

Claim:

Evidence What information supports your claim?	Interpretation What does the evidence mean to you?	Justification How does the evidence prove your claim?

| Counterargument	Rebuttal	Justification of Rebuttal

Panther Whiteboard Configuration

West Adams implements a school-wide initiative of having each teacher create a Panther Board in their classroom. The Panther Board includes, but is not limited to, the date, learning objective, standard, agenda, warm-up, homework, language objective, and strategy of the day. A strong learning objective should follow the ABCD guideline: Audience-- Who will be doing the behavior?
Behavior--What should the learner be able to do?
Condition-- Under what circumstance is this done?
Degree-- How well must it be done?

Clarity of instructional goals is one of the most important components of successful teaching. The learning objective should be explicitly taught as well as posted. The practice of S.O.S.A. (each lesson has clear Standards, Objectives, Strategies, and Artifact) ensures better instruction.

Annotation of the Text

Annotating is an important skill for reading comprehension of complex text. Below are the annotation strategies that were selected by West Adams teachers. See your administrator if you need an annotation poster.

<u>Annotation Strategies</u>

When you annotate, you may:
- Ask a question
- Give an example
- Make a prediction
- Make a connection
- Paraphrase or summarize
- Sketch a picture
- Form an opinion
- Clarify
- Define in your own words
- Evaluate claims
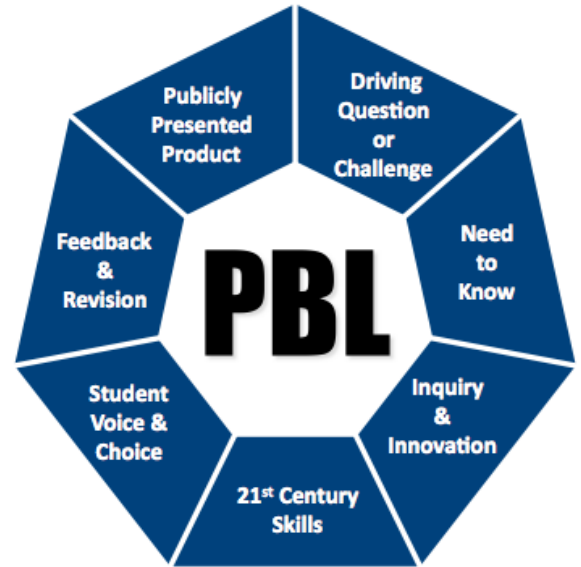
Project Based Learning

Project Based Learning is a methodology rather than a strategy in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. See www.BIE.org for information and resources.

Think (Ink) Pair Share

Students need opportunities both to process through discussion and to develop skills in discourse. Pair Share allows students more chances to use academic language.

Name_____ Period_____ Date_____

Think-Ink-Pair-Share Activity

The Think-Ink-Pair-Share activity is an excellent prior knowledge activity that helps students to focus their thoughts on specific topic. Students are given a question or topic and are asked to first think about what they know, and then record their ideas down, pair up with someone to share what they wrote. The final stage is a large group discussion.

Topic: _____

Activity	Action	Student Response		
Think	Think about the topic or question(s) posed by the teacher.			
Ink	Students think about the topic or question(s) and jot down your ideas through: a web, words, pictures, numbers, definitions, or examples.			
Pair	Students turn to face their partner and work together to share their ideas, discuss their responses, clarify ideas and challenge their responses.	Partner #1		Partner #2
Share	The pair then shares their ideas with another pair, or as a large group discussion. It is important to share their partner's ideas as well as their own.	Partner #1		Partner #2

Write a brief summary as to whether or not your answers to the original prompt changed after discussing it with a partner_____
_____
_____

Lesson Planning/Teacher Evaluation (EDST)

Each year, some West Adams teachers will be evaluated on the District platform using the LAUSD Teaching and Learning Framework using the fifteen focus elements. These teachers will be preselected by the administration for various criteria including experience, quality of teaching, and time since last evaluation. All teachers will be evaluated with the three District focus elements listed in the following chart. The teacher will select three more elements from the remaining 12 focus elements and both the teacher and administrator will select one additional mutually agreed upon focus element.

7 Focus Elements for Evaluation

$$3 + 3 + 1 = 7$$

District Unified Focus Elements

✓ **3b2:** Discussion Techniques and Student Participation
✓ **3c1:** Standards-Based Projects, Activities, and Assignments
✓ **3d3:** Feedback to Students

Teacher-selected Focus Elements

Select any 3 of the 12 remaining LAUSD Focus Elements

Cooperatively-selected Focus Element

Teacher and Administrator select 1 of the remaining LAUSD Focus Elements

Focus Elements for Formal Observation

15 Focus Elements (updated March 2017)
Standard 1: Planning and Preparation
  a2. Knowledge of Content-Related Pedagogy
  b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
  d1. Standards-based Learning Activities
  e2. Planning Assessment Criteria

Standard 2: Classroom Environment
  a3. Academic Climate
  c1. Management of Routines, Procedures, and Transitions
  d2. Monitoring and Responding to Student Behavior

Standard 3: Delivery of Instruction
  a1. Communicating the Purpose of the Lesson
  a4. Use of Academic Language
  b1. Quality and Purpose of Questions
  *b2. Discussion Techniques and Student Participation
  *c1. Standards-Based Projects, Activities, and Assignments
  c2. Purposeful and Productive Instructional groups
  d3. Feedback to students

Standard 5: Professional Growth
  a2. Use of Reflection to Inform Future Instruction

The EDST Formal Observation Cycle:

Teacher prepares lesson

Observer reviews lesson design

Pre-observation conference to discuss the lesson

Classroom observation of lesson

Formal Observation Cycle
September – February

Teacher reflects on lesson

Post-observation conference to debrief lesson

Observer rates teaching practice on the rubrics
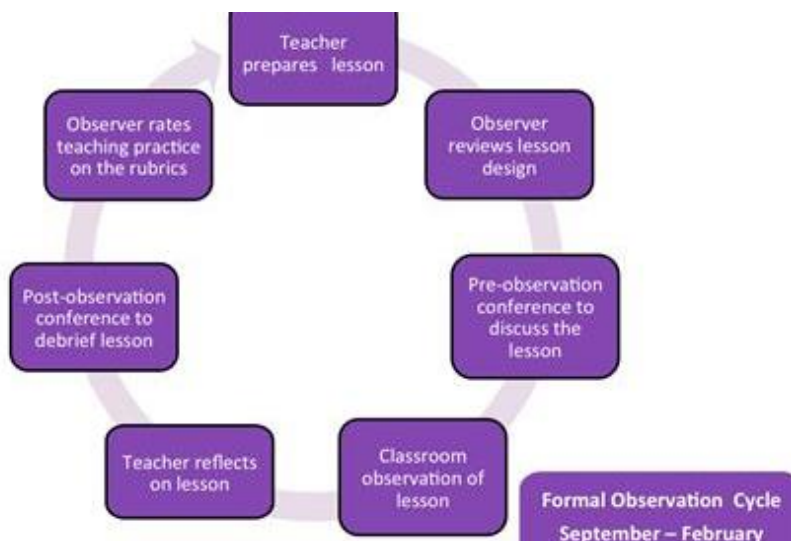
All teachers, whether or not they will be evaluated on the EDST platform, will be observed by School Administration on a regular basis. Administrators provide instructional supervision and feedback on the TLF elements, implementation of professional development, and other school initiatives. School leaders are expected to provide teachers with guidance and documented evidence after classroom visits. Teachers are also encouraged to observe the instructional practices of other teachers, however not to evaluate but to gain insight on their own practices.

Planning/Common Assessments

CBA Article IX, 4.1 states that "Lesson plans or evidence of planning in a format appropriate to the teacher's assignment, shall be furnished by each classroom teacher upon request from the teacher's immediate administrator." Teachers may choose the lesson format but should include learning objective, introductory activity, learning activities for both guided and individual practice, method of assessment, feedback, and checking for understanding, and standard(s). Lesson plans should connect with the Department pacing plan. Review Standard 1: Planning and Preparation of the Teaching and Learning Framework for further guidance.

Syllabi

All teachers are required to submit a copy of their course syllabi to their ACADEMY office by the end of the first week of instruction. The following are recommended components:

General Information:
 Course Title
 Semester
 Instructor Contact Information
 Name
 Room #
 Voice Mail/Phone
 Email Address
Course Description: Provide a general overview of the course.

Course Objectives: Outline what you expect students to know and be able to do by the end of the Semester. Use your department's core curriculum and California State standards for guidance.

Required Texts and Other Supplies

List the major texts you will be using in class

List other classroom supplies students are expected to bring to class and when

Grading Policy/Criteria (see section on grading)

State types of assignments and tests and their value in determining grade

Grading Scale

Class Participation

Policy on makeup work, late work, or missing work

Types of Assignments/assessments

Homework: State frequency

Academic Support (tutorials, etc)

Pacing Plans/Common Assessments

Departments are required to create a pacing plan and all teachers are expected to adhere to their respective pacing plan time lines for each of the subjects taught. All core subject teachers have common pacing plans and assessments that are adjusted each year based on analysis of student data. Teachers have the option of activities used, however all teachers should use the pacing plan and common assessment as a guide for what they teach, when they teach the concepts, and the amount of instructional time invested for each concept. Each department submits updated pacing plan outlines to the administrator in charge of their department at the end of the previous semester. Updated individual plans with learning activities are due at the end of the second week of the semester for both core and noncore teachers.

Two common assessments and a common final exam should be given in each of the core subject classes. Analysis of the student work from the common assessments determines the instructional program and drives work in professional development. Two weeks prior to the final exam date, teachers are required to provide a study guide to their classes. Both final exams and study guides are reviewed by administration prior to delivery.

Grading Policy

All teachers must utilize the Schoology learning management system (https://lms.lausd.net) for their 2017-2018 gradebooks. Gradebooks should be kept up to date to allow parents and students access to information on academic progress.

All grading policies must be objectively measurable and include at least one graded assignment per week. Teachers are required to provide students with makeup work for an excused absence. Excused absences are those due to illness, participation in school-sponsored activity including athletic events, need for professional services, court appearance, and funeral for a member of the immediate family.

CRITERIA FOR MARKS

Academic Mark	A	B	C	D	Fail
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation and Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
Thinking and Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
Quantity of Work	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

WORK HABITS	E	S	U
Effort	*Demonstrates exceptional determination in accomplishing tasks and mastering standards.*	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
Attendance	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
Evaluation	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

COOPERATION	E	S	U
Courtesy	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
Conduct	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

Changing grades

CHANGE OF FINAL MARK FORM

Date: _____

I request that the mark of: _____   _____   _____
                (Print)   Student's Last Name, First   Grade   Birthdate

be changed in: _____   _____   _____   _____
                  Course Title   Period   Semester   Year

From:	Academic mark	Work Habits	Cooperation
To:	Academic mark	Work Habits	Cooperation

Reason for change _____

_____
                            Teacher's Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved: _____   _____
           Principal   Date

The teacher must also change the mark in the **roll book**. Mark changed and initialed in roll book:

_____   _____   _____
   Teacher's Signature   Date   Verified by: Counseling office staff

Route To: Computer (MR04 & TR01): _____   _____
                         Computer Operator   Date

          Counselor: _____   Date: _____

          Individual(s) Responsible for Eligibility: _____

          Cumulative Record Changed: _____   _____
                            Credit Clerk   Date

          FILE THIS FORM WITH STUDENT'S CUMULATIVE RECORD WHEN COMPLETE

Notification of Fails

Students and parents are to have adequate warning before a teacher issues a failing mark. (BUL-1353.1 dated December 23, 2005, "Marking Practices and Procedures in Secondary Schools," Instructional Services.) Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a subject mark or loss of class credit. However, daily classroom activities are customarily the most vital and significant aspect of the instructional program; therefore, significant absences as well as habitual and prolonged tardiness may result in an absence of learning and a corresponding reduction in the mark assigned.

Graduation Requirements

All students and families are required to meet with their ACADEMY counselors once per year to create/revise a four year A-G based college preparation plan. The following are A-G requirements:

	Subject	LAUSD HIGH SCHOOL GRADUATION	CALIFORNIA STATE UNIVERSITY	UNIVERSITY OF CALIFORNIA	PRIVATE COLLEGES	COMMUNITY COLLEGES
LAUSD "A-G" Requirements (Grade of "D" or better)	"A" Social Sciences	2 years: 1 year – World Hist., Geog. Culture from "A" or "G" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years: 1 year – World Hist., Geog. Culture from "A" or "G" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2 years: 1 year – World History, Geog. Culture from "A" 1 year – US Hist. or ½ US Hist. and ½ Prin. Am Dem	2-3 years: World History US History Prin. Am Dem	No Subject Requirements
	"B" English	4 years English 9AB English 10AB Am Lit/Cont. Comp ERWC AB or Expo Comp/English Elective Substitution rules apply	4 years	4 years	4 years	Must be 18 years of age, a high school graduate OR Possess a high school proficiency test certificate
	"C" Mathematics	3 years Algebra 1 Geometry AB Algebra 2AB Validation rules apply	3 years Algebra 1 Geometry AB Algebra 2AB Validation rules apply	3 years Algebra 1 Geometry AB Algebra 2AB Validation rules apply. Geometry AB must be attempted to use an ADV Level math course to validate the entire math requirement	3-4 years College Preparatory mathematics each school year	
	"D" Science	2 years 1 year – Biological from "D" or "G" 1 year – Physical from "D" or "G" Chemistry may be validated 1 year must be from "D"	2 years 1 year – Biological from "D" or "G" 1 year – Physical from "D" or "G" Chemistry may be validated 1 year must be from "D"	2 years 2 out of the 3 categories of Biology, Chemistry and Physics	3-4 years Lab Sciences	Students are most successful when they continue to take college preparatory courses.
	"E" Language other than English (LOTE)	2 years Same language Validation rules apply	2 years Same language Validation rules apply	2 years Same language Validation rules apply	3-4 years Same language	Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses
	"F" Visual & Performing Arts (VPA)	1 year Same discipline	1 year Same discipline	1 year Same discipline and in sequence	VPA courses may count as electives	
	"G" College Prep Elective	1 year No introductory courses	1 year No introductory courses	1 year No introductory courses	College preparatory courses in area of interest	
	Additional requirements		Min GPA: 2.0 SAT or ACT EPT/MPT	Min GPA: 3.0 SAT or ACT SAT Subject Tests	Min GPA: varies SAT or ACT SAT Subject Tests	
CDE (Grade of "D" or better)	History	3 years World History AB US History AB Principles Am Democracy Economics May be met with A-G				
	English	3 years May be met with A-G				
	Math	2 years Algebra 1 May be met with A-G				
	Science	2 years 1 year Biological 1 year Physical May be met with A-G				
	VPA/LOTE/CTE	1 year May be met with A-G				
LAUSD	Physical Education	2 years				
	Health	1 semester				
	Service Learning Project	Verified				
	Career Pathway Selection	Verified				
	Total Credits	210				

GRADUATION REQUIREMENTS (BUL-6566)

To ensure all LAUSD graduates have the option to enroll directly into a university and be prepared for a career, the District has implemented a College and Career Readiness through A-G initiative. LAUSD has aligned its graduation requirements with the California State University (CSU) A-G requirements, beginning with the graduating class of 2016. Students must earn a grade of "D" or better in "A-G" courses, and meet California Department of Education Requirements in addition to satisfying LAUSD additional requirements for graduation. We are making the high school diploma a document that gives students the choice to transition straight into a college or into a career.

LAUSD GRADUATION REQUIREMENTS

	Subject	Years	Comments
"A-G" Requirements	A – History/Social Science	2 years	No Validation
	B – English	4 years	No Validation
	C – Math	3 years	Validation
	D – Lab Science	2 years	Validation (Chemistry Only)
	E – Language Other than English	2 years	Validation
	F – Visual & Performing Arts	1 year	No Validation
	G – College Prep Elective	1 year	No Validation
+		**Years**	
CDE – CA State Requirements	History/Social Science	3 years	World History, US History, Government, Economics
	English	3 years	
	Mathematics	2 years	2 years required in HS Algebra Requirement
	Science	2 years	Biological and Physical
	VPA or Foreign Language or CTE	1 year	
	Physical Education	2 years	
+		**Credits**	
LAUSD Additional Requirements	Health Course	5	
	Non-Course Requirements: Service Learning Requirement Career Pathway Selection		
	TOTAL CREDITS REQUIRED	210	

*Validation occurs when a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge.

ADDITIONAL LAUSD REQUIREMENTS

In addition to the "A-G" course requirements and the CDE requirements, students must also complete the following LAUSD requirements:

1) 210 Numerical Credits
Students will receive numerical credit for any course passed with a grade of "D" or better.

2) Health (5 credits)

The health requirement must be met by passing a five-credit health course that may be taken at any time during Grades 9-12.

Options to fulfill health:

o Take Health, if offered, in summer school

o Take an equivalent and pre-approved adult or college class.

3)   Identify a Career Pathway

During the 9th or 10th grade year, students will assess and evaluate interests, skills, talents and abilities determining a career pathway that the student would like to pursue. As part of the Individual Graduation Plan (IGP) meeting, counselors will confirm the identification of the career pathway with the student. Please Refer to Career Pathways Graduation Requirement – REF-911.1 for details. [SEP]

4)   Complete a Service Learning project

Students are expected to complete a service-learning experience that is integrated into the academic course curriculum. It must contain these 5 elements: Core Academic Learning, Meaningful Service, Student Voice, Reflection, and Collaboration. For details please see Service-Learning Graduation Requirement and SIS Data Entry – REF-3605. Note: Advanced Placement Exams and/or Subject/Proficiency Tests do not yield LAUSD numerical credits.

REQUIRED BENCHMARKS TO BE CONSIDERED ON TRACK IN EACH GRADE LEVEL

9th grade	10th grade	11th grade	12th grade
1 • B English	1 • A World History	1 • A World History	1 • A World History
1 • C Math	2 • B English	1 • A US History	1 • A US History
1 • A-G	2 • C Math	3 • B English	4 • B English
	1 • D Science or G Science	3 • C Math	3 • C Math
	1 • A -G	2 • D Science	2 • D Science
		1 • E LOTE	2 • E LOTE
			1 • F VPA
			1 • G Elective
+	+	+	+
50 Credits	105 Credits	160 Credits	210 Credits

2. Career Pathways

Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. See Reference Guide REF-.911, Career Pathways Graduation Requirements, dated April 12, 2004, for the career clusters and procedures to follow for this requirement.

3. Service Learning

Service Learning is a teaching/learning strategy in which students learn and develop through active participation in high quality service that meets the needs of a community. Service Learning strategies integrate into and

enhance the rigorous academic curriculum. Service Learning is aligned with the state standards, fosters civic responsibility, and provides structured time for student reflection. See Reference Guide REF-3605.0, Service Learning Graduation Requirement and SIS Data Entry, dated March 12, 2007 for information about this requirement.

NUMBER OF COURSES REQUIRED EACH SEMESTER

The District expects all students to enroll in a full schedule of classes each semester of high school in order to maximize learning opportunities. Students must take a full class schedule each semester if they have not completed all LAUSD graduation requirements, including applied technology. Students who fail a course required for graduation must repeat that course.

The California Education Code Section 46145 requires that 12th grade students be enrolled in at least five courses each semester or the equivalent number of courses per quarter. This requirement does not apply when, with approval of the school principal or designee, the students are enrolled in accredited postsecondary educational institutions, regional occupational programs or centers, independent study, continuation or work experience education. When enrolled in enrichment coursework, the Ed Code allows a minimum four periods a day equal to approximately 180 minutes in most District schools.

In the last semester before graduation, Ed Code 46147 allows a 12th grade pupil who will complete all requirements and is enrolled in a work experience program to attend school for less than 180 minutes each day.

CREDITS TO PROMOTE
Grade level promotion is based solely on the numerical credits earned. In order to promote to the next grade level, students must earn the total number of credits required as indicated in the chart below.

9th Grade	10th Grade	11th Grade	12th Grade
50 Credits	105 Credits	160 Credits	210 Credits

YEAR OF THE DIPLOMA
When a student enters an LAUSD high school in grade nine for the first time, the graduation year is set in MiSiS. Refer to REF-1963.0, "Graduation Year Guidelines to Determine Requirements for the Diploma" and MiSiS for additional information. Students must meet the graduation requirements of the school year listed on the diploma.
If a student completes the graduation requirements at the end of summer school/ intersession or at the end of the fall semester following the graduation year (identified in MiSiS), he/she will receive the diploma with the previous June graduation date and be held to the graduation requirements of that school year. SEP Students with disabilities, English Learners and Foster Students may extend their year of graduation according to District policy as referenced in the Special Education Policy and Procedures Manual and in the Master Plan for English Learners. Students with disabilities and English learners that need additional year(s) to complete the coursework will be held to the graduation requirements of their original graduation class year. If students are unable to complete the requirements in the required timeline follow REF-1963.0 to ensure that student records are accounted for correctly.
PHYSICAL EDUCATION (PE) REQUIREMENT
Students in the graduating classes of 2017 and 2018 are required to complete 20 credits of physical education for graduation. The students of the graduating class of 2017 must meet the passing requirement in the Fitnessgram© or continue to be enrolled in a physical education elective class in 11th and 12th grade or until they meet the passing requirement in the Fitnessgram©. However, passing the Fitnessgram© is not a graduation requirement. This new Fitnessgram© requirement will apply to the graduating class of 2011 and beyond. See Bulletin BUL – 2528.1, Physical Education Programs – Grades K-12, for specific information, and Bulletin BUL – 2457.1, Physical Education Exemptions, dated. June 22, 2009.

MATH REQUIREMENT

Students must complete 3 years of required mathematics courses under subject area "C" with a grade of "D" or better for all semesters. Approved math courses completed in grades 7 or 8 may be used to satisfy the "C" requirement. For a list of approved courses and district course numbers that can be used to satisfy the math requirement, visit http://achieve.lausd.net/Page/7843. LAUSD policy requires students to be enrolled in mathematics courses grades 9 through 11.

STUDENTS WITH DISABILITIES

Students with disabilities working toward a diploma are required to meet the same graduation requirements as their non-disabled peers. Individualized Education Program (IEP) teams will develop accommodations and modifications needed by the student to successfully access the core curriculum. Information regarding the Certificate of Completion for students who are on an alternate course of study can be found in Reference Guide REF- 4603.0, Development of the Final Individualized Education Program (IEP) for Students with Disabilities Expected to Meet Requirements for a Diploma, dated January 12, 2009.

Glossary of Terms

Acronym	Term	Additional Explanation
	Woodcraft Rangers	Foundation running after school programs using Beyond the Bell funding
A-G	A-G Subject Requirements	Courses that meet UC requirements
AGT	Academic Growth over Time	Measures growth compared to anticipated growth
AMAO	Annual Measurable Achievement Objective	#1 measures annual yearly progress #2 measures redesignation rates
AP	Advanced Placement	College level courses
APEX	APEX Learning System	On-line program used for credit recovery
API	Academic Performance Indicator	No longer used
AYP	Annual Yearly Progress	
CAHSEE	California High School Exit Exam	No longer applicable
CBITS	Cognitive Behavioral Intervention for Trauma in Schools	Intervention for students suffering from trauma
CCSS	Common Core State Standards	New standards replacing Ca State Standards
CPA	Categorical Program Advisor	
CPM	College Prep Math	CCSS aligned math curriculum
CELDT	California English Language Development Test	Annual test given to English Language Learners to determine progress
CORE	California Office of Reform Education Waiver	Waiver from mandates of NCLB
COST	Coordination of Services Team	Team that evaluates at-risk students for intervention services
CST	California Standards Test	
EDI	Explicit Direct Instruction	Instructional strategies to enhance direct instruction and check for understanding
ELA	English Language Arts	
ELD	English Language Development	
ELLs	English Language Learners	
FAFSA	Free Application for Federal Student Aid	
GPA	Grade Point Average	
IAB	Interim Assessment Block	SBAC aligned Periodic assessment
ICA	Interim Comprehensive Assessment	Summative practice assessment for SBAC
IEP	Individualized Education Plan	
IGP	Individual Graduation Plan	
ILT	Instructional Leadership Team	Monthly council of lead teachers, dpt chairs, coaches, and administrators
LAP	LA's Promise	Education partner for WAPHS

LAUSD	Los Angeles Unified School District	
LTELs	Long Term English Language Learners	5+ years in English Learner program
MCSA	Microcomputer Support Assistant	
MISIS, ISIS, SIS	My Integrated Student Information System	New Student data system used by LAUSD replaces ISIS and SIS
MyData	MyData	Student data system used by LAUSD mainly for assessments
NCLB	No Child Left Behind	Federal Education Act requiring states to measure annual yearly progress on standardized tests
NGSS	Next Generation Science Standards	Newly adopted science standards to complement CCSS
PBL	Project Based Learning	Student led instructional strategy
PD	Professional Development	
PSA	Pupil Service Attendance counselor	
PSW	Psychiatric Social Worker	
Reed	Reed Investment Schools	Additional funding from REED settlement to increase teacher retention
SART/SARB	School Attendance Review Team/Board	
SBAC	Smarter Balanced Assessment Consortium	Assessment used to assess mastery of Common Core
SDAIE	Specially designed academic instruction in English	An approach to teach academic content in English to students learning English
ACADEMY	Small Learning Community	Smaller school within a school but not autonomous
SLOs	School-wide Learner Outcomes	P.R.I.D.E.
SPSA	Single Plan for Student Achievement	
SQII	School Quality Improvement Indicator	Equivalent of Academic Performance Indicator for CORE schools
SSPT	Student Support and Progress Team	
WAPHS	West Adams Preparatory High School	
WASC	Western Association of Schools and Colleges	Self-Study process used to accredit high schools and universities

Student Life

Whole Child Approach

West Adams believes that students need support in all areas of their life if they are to be academically successful. To this end, we provide human resources and programs to help our students academically, socioemotionally, physical health,
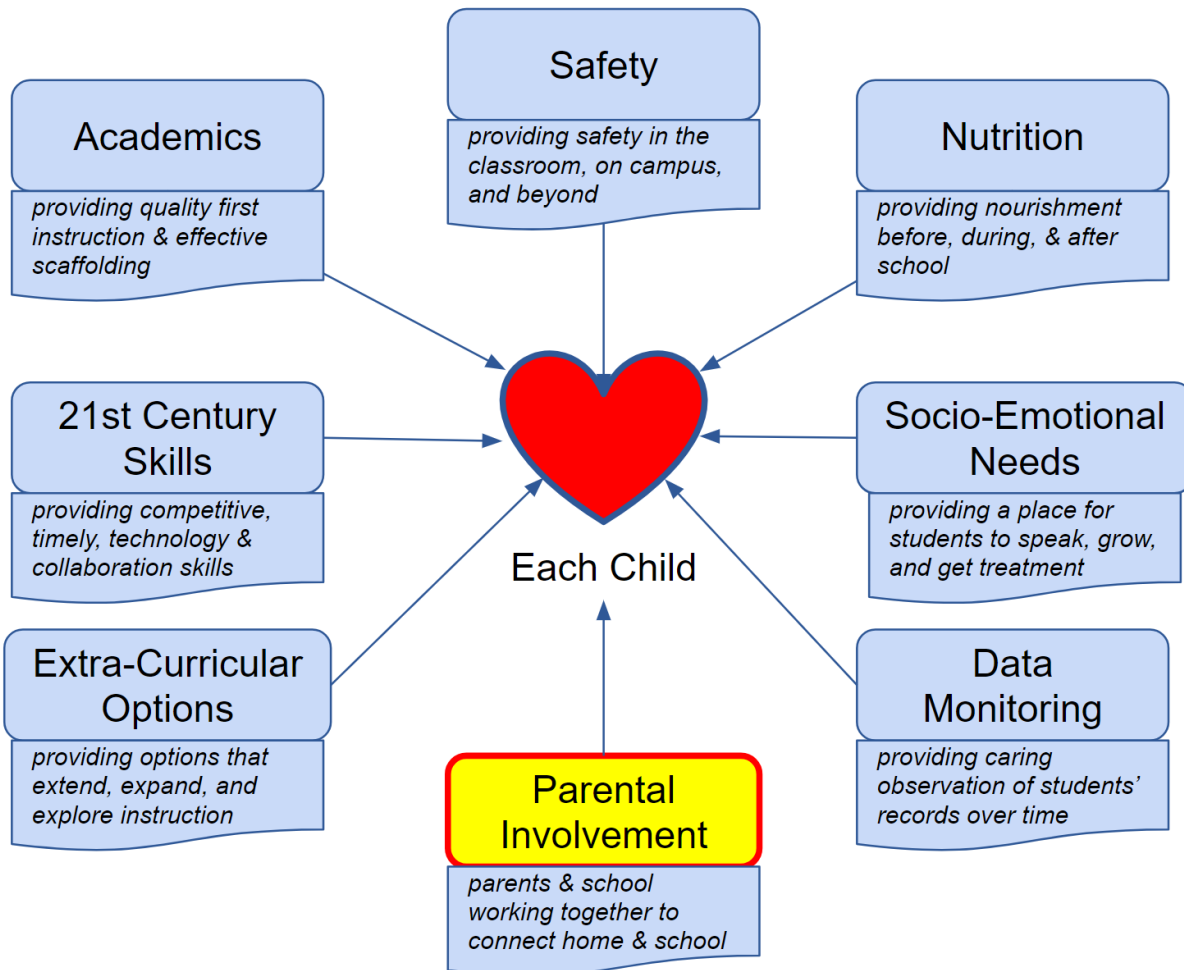
Restorative Justice

Restorative justice (RJ) is an approach to school discipline that focuses on repairing harm. Done well, RJ shifts discipline from punishment to learning and from individuals to the community. As a restorative justice school, West Adams has an RJ coordinator and encourages the school community to engage in practices such as RJ circles and resolving conflict through conflict resolution.

West Adams Preparatory High School POSITIVE BEHAVIOR SUPPORT PLAN for the Management of Student Behavior

Goal: To assist our students in making the right choices when it comes to behavior in school and life.

Guiding Principles

- Students can only meet our behavioral expectations if they know what they are.
- We must first assume that if a student does not meet a behavioral expectation that they may not know what our expectation is.
- Behavioral expectations are internalized better if taught repeatedly and frequently reinforced in a positive manner.
- What will be learned from positive lessons is more predictable than what may be learned from negative ones.
- When students do not meet behavioral expectations, we should reteach rather than punish.
- Re-teaching should involve multiple positive attempts.
- Being prepared, choice of instructional strategies, and classroom setup are all part of behavior management.

West Adams Preparatory High School
Expectations for Student Behavior

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
SCHOOL - WIDE	Walk into the room and sit in your assigned seat before the tardy bell rings. Use only approved school pass when outside the classroom. Consume food and beverages during scheduled breaks. No gum. Bottled water. OK Always carry your school identification card with you.	Follow the school dress code/uniform policy. Have the required class supplies. Always give your best effort and be ready to learn	Always use appropriate language. Respect the property of others and their right to learn. Follow the rules set by the classroom teacher and/or the school. Keep all electronic devices put away for safekeeping.

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN THE HALLWAY	Walk to class on time. Keep to the right. Open doors carefully and watch for opening doors. Keep hands and feet to yourself.	Use lockers and drinking fountains appropriately. Dispose of food, drink or gum in a trash can before entering the building. Always have a pass during class time. Use a pass to access buildings at lunch	Be kind to others. Always use appropriate language. Proceed quietly.
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN THE CAFETERIA	Wait your turn in line. No cutting. Keep your hands and feet to yourself. Walk at all times.	Be prepared to purchase your food. Take only your designated portion and eat only your food. Place trash and recyclables in appropriate containers. Push your chair in when you leave.	Be polite and courteous to everyone. Use good table manners. Always use appropriate language. Respect the property and rights of others.
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
IN THE GYM	Play games appropriate for school. Stop playing when someone is hurt and report injury to the adult on duty Walk quietly when entering and exiting the gym. Sit with your class and wait for instructions. No food, drink or gum.	Use equipment appropriately and only when instructed to do so. Obtain permission before leaving class. Report any unsafe conditions to the teacher immediately.	Respect the property and rights of others. Always use appropriate language. Encourage others and use good sportsmanship. Practice the six Pillars of "Pursuing Victory with Honor."
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
ON THE PLAYING FIELD	Play games appropriate for school. Stop playing when someone is hurt and report injury to the adult on duty. No food, drinks or gum	Use equipment appropriately. Keep your backpack and personal belongings where you can see them. Report any unsafe conditions to the adult on duty.	Respect the property and rights of others. Always use appropriate language. Encourage others and use good sportsmanship. Practice the Six Pillars of "Pursuing Victory with Honor."

STUDENTS are responsible for
- meeting behavior expectations and following directions
- maintaining appropriate behavior
- documenting misbehavior with Student Reflection Forms
- accepting consequences for misbehavior
- making reparations if necessary

TEACHERS are responsible for
- maintaining clear expectations for student behavior
- monitoring classroom behavior
- giving students a chance to correct behavior,
- documenting in MiSiS any behavior for which they want to hold a student responsible
- attempting and documenting interventions to correct behavior in MiSiS
- requesting and participating in Student Intervention Meetings
- monitoring behavior after the Student Intervention Meeting,
- referring students to Counselor for moderate behavior or Administrator for extreme behavior and documenting behavior in MiSiS

STUDENT INTERVENTION MEETING TEAMS (point person –Counselor) are responsible for
- coordinating Student Intervention Meeting (Student, Administrator, Counselor &Teacher)
- developing viable Positive Behavior Support Plan,
- helping to implement Positive Behavior Support Plan.

ACADEMY ADMINISTRATORS are responsible for
- overseeing Student Behavior Management system for the ACADEMY,
- documenting and monitoring data in MiSiS
- determining consequences for extreme or chronic behavior,
- following through with consequences for extreme or chronic behavior,
- providing feedback to referring teacher the next day.

THE SCHOOL WIDE ADMINISTRATORS ARE RESPONSIBLE for
- assisting ACADEMY Administrators in determining and following through with consequences
- assisting with extreme student behavior
- handling incidents that involve students from multiple ACADEMYs or not from FHS, or incidents campus,
- screening and clearing of entering students,
- monitoring gang activity on or near the campus,
- acting as liaison with District Police and LAPD.

STUDENT BEHAVIOR MANAGEMENT FLOWCHART

If student misbehavior occurs…

…is it…

Moderate?
Lateness
Put Downs
Calling Out
Refusal to Work
Distracting Others
Unprepared to Work
Using Electronic Devices

Extreme?
Fighting
Verbal Abuse
Threats
Tagging
Vandalism
Sexual Harassment
Bullying
Theft

Remind the student of correct behavior and give the student reasonable opportunity to comply.

1) Immediately refer to Administrator, who will determine consequence, follow through, provide feedback to teacher by next day.
2) Document in MiSiS
3) Parent conference as needed

If behavior continues,
1) Defuse the situation:
   ●Remain calm
   ●Modulate voice and tone
   ●Avoid confrontational statements
   ●Do not make it personal
   ●Conference with student away
      from class audience
   ●Give the student choices
2) Attempt teacher intervention:
   ●Call home
   ●Student Reflection Form
   ●Behavior contract
   ●Teach correct behavior
   ●Reward correct behavior
   ●Recognize improvement
3) Document with Student Intervention Report (SIR) for ACADEMY office.

If behavior does not improve after implementing support plan…

If a student has multiple SIRs for related behaviors in a month's period:
1) See Counselor to request a Student Intervention Meeting
2) Student will complete a Student Reflection Form if this has not been done

A Student Intervention Meeting has been requested for _____

Una junta de intervención estudiantiles requerida para   Student's name

_____   _____   _____

   Date of Meeting   Time   Location

Requesting
Teacher   _____   _____   _____
                              Name   Initial to agree   Date

Advocate   _____   _____   _____
                              Name   Initial to agree   Date

Parent/legal guardian _____   _____   _____
                                        Name   Date of phone call   Date of copy

home

Parent/Legal Guardian's Signature _____   Date _____

Firma del Padre/Guardian de familia

_____ I will be at the meeting.   _____ I cannot attend the meeting.

_____

Protocol for the Meeting	Protocolo de la Junta
● Introduction and Sign-in	● Presentaciones y asistencia.
● Facilitator will review reason for the meeting.	● El facilita revisara la razón de la junta.
● Discussion of student's strengths.	● Discusión de las habilidades del estudiante.
● Discussion of student's behavior.	● Discusión de la conducta del estudiante.
● Discussion of attempted interventions.	● Discusión de las intervenciones intentadas.
● New interventions recommended.	● Nuevas intervenciones recomendadas.
● Administration signs off on Meeting Checklist.	● Administrador revisa y firma el documento de la junta.

Student Intervention Form

1. Participant Sign-in.

Participant	Name	Signature
Student		
Parent		
Facilitator		
Requesting Teacher		
Advocate		
Counselor		
Administrator		

2. To be completed by Facilitator
 a) Does the student have and IEP?   Yes   No   BSP?   Yes No
 b) What is the concern being addressed?

 c)

Recommended Intervention(s)	Who will implement

d) Who will follow up to make sure interventions are implemented?

e) How will follow-up be accomplished?
                ___Daily   ___Weekly monitoring
                ___Weekly check-in   ___Other

3. Reviewing
     Administrator: _____ Signature: _____ Date: _____

(This form will be filed in student's CUM folder)

Student Referrals

If interventions by a teacher, including contacting parents, fail to correct a student's repetitive behavior he/she is to be referred to their small school counselor. All interventions provided must be documented on MiSiS prior any referral. A student is never to be removed from a classroom without appropriate documentation such as a referral. A student's school counselor will contact the ACADEMY principal as needed. Referrals completed on MiSiS look like the following:

Refer to next page to view the student referral form as it appears on MISIS.

West Adams Preparatory High School
Student Referral

Student Name:	
Incident Date:	**Incident Time:**

Location/Context:

□ Classroom	□ Going to or coming
□ Non-Classroom	from school
□ During lunch	□ School-sponsored activity
□ Other	□ School Bus
	□ At another school

Possible Motivation:

□ Avoid Situation	□ Seek Attention
□ Avoid Adult	□ Obtain Activity/Item
□ Avoid Peer	□ Unknown
□ Avoid Task	

Referral Reason

Counseling:

□ Academic
  □ -Does not complete assignments/tasks
  □ -Grade average is going down
  □ -In danger of failing/not meeting promotion standards
  □ -Low scores
  □ -Recommend for intervention
  □ -Working below standards/exhibits little effort
□ Work Habits
  □ -Seldom is prepared for class
  □ -Wastes time in class
	□ Cooperation
	  □ -Does not pay attention in class
	  □ -Exhibits a negative attitude
	  □ - Needs to participate in class
	□ Citizenship
	  □ - Consistently violates classroom rules
	  □ - Does not respect others/equipment/materials in class
	  □ - Exhibits inconsiderate behavior
	□ Attendance
	  □ -Excessive absences are affecting class work
	  □ -Tardies are affecting class work
	  □ -Truancies are affecting class work
		□ Personal/Social
		  □ -Domestic problems
		  □ -Needs support and guidance
		  □ -Problems with peer relationships
		  □ -Sad/crying in class
		□ Health
		  □ -Health services
		  □ - Poor health habits/hygiene
		□ Interest Inventory
		□ College Planning
		□ Career Planning
		□ Program Scheduling
		□ Other
		  □ -Will send note with student

Discipline:

□ 3.1a – CAUSED PHYSICAL INJURY □ 3.1b – ATTEMPED TO CAUSE PHYSICAL INJURY □ 3.1c – THREATENED TO CAUSE PHYSICAL INJURY □ 3.2 – POSSESSION/UNDER THE INFLUENCE □ 3.3 – SUBSTITUTE OF A CONTROLLED SUBSTANCE □ 3.4 – DAMAGED/ATTEMPTED TO DAMAGE PROPERTY □ 3.5 – STOLE OR ATTEMPTED TO STEAL PROPERTY □ 3.6 – POSSESSED OR USED TOBACCO □ 3.7 – OBSENITY/PROFANITY/ VULGARITY □ 3.8 – DRUG PARAPHERNALIA □ 3.95 – DISRUPTED SCHOOL-WIDE ACTIVITIES	□ 3.10 – RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY □ 3.11 – IMITATION FIREARM □ 3.12 – HARASSED/THREATENED A PUPIL □ 3.12d – HARASSED/THREATENED SCHOOL PERSONNEL □ 3.13 – SEXUAL HARASSMENT □ 3.14 – HATE VIOLENCE □ 3.15 – TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY) □ 3.16 – WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE □ 3.17 – HARASSED/THREATENED/ INTIMIDATED WITNESS □ 3.19 – SELLING OR ARRANGING TO SELL THE PRESCRIPTION DRUG SOMA □ 3.20 – HAZING □ 3.21 – BULLYING/CYBER BULLYING A PUPIL	□ 3.21d – BULLYING/CYBER BULLYING SCHOOL PERSONNEL □ 3.22 – AIDED OR ABETTED THE INFLICTION OF PHYSCIAL INJURY □ 2.1 – SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE □ 2.2 – KNIFE OR OTHER DANGEROUS OBJECT □ 2.3 – CONTROLLED SUBS, COUNTER/PRESCRIBED MEDS □ 2.4 – ROBBERY/EXTORTION □ 2.5 – ASSAULTED/BATTERED SCHOOL EMPLOYEE □ 1.1 – FIREARM □ 1.2 – BRANDISHED KNIFE AT ANOTHER PERSON □ 1.3 – SOLD CONTROLLED SUBSTANCE □ 1.4a – SEXUAL ASSULT □ 1.4b – SEXUAL BATTERY □ 1.5 – EXPLOSIVE

Incident Description

Referred By:	**Referred To:**

DRESS CODE POLICY
(LAUSD Bulletin-2549.1; Elementary and Secondary Education Act, Part C, Section 722; California Education Code sections 35183, 35183.5, 48853.5, 49066)

According with state and district policies the West Adams School Site Council (SSC) has adopted the following school uniform policy as a component of the school's safe school plan. Student who cannot afford school uniform may speak with administration for alternative arrangements:

Uniform Policy

	Students may wear:	Students may not wear:
Shirts	Sky blue or heather gray polo shirts, oxford shirts, or blouses. All shirts must have collars and must completely cover the midriff at all times. **Please note that any visible undershirts must be white or in the school colors (black, gray, or sky blue).**	T-shirts; shirts in any color other than the school colors; shirts with writing or logos (other than WAPHS); shirts that are ripped or unnecessarily revealing (displaying cleavage or midriff); excessively tight or baggy shirts.
Pants/ Shorts/ Skirts	BLACK pants (not excessively tight or baggy), skirts, capris, or shorts.**Please note that skirts and shorts must be long enough in length to extend past the student's fingertips when the student is standing.**	Sweats; ripped or faded pants or jeans; baggy or sagging pants or shorts; tights, leggings, fishnet stockings, or leggings; excessively short skirts or shorts or see-through clothing.
Jackets/ Outerwear	Plain jackets and sweatshirts in the school colors (black, gray, sky blue); WAPHS sweatshirts; WAPHS team/club-sponsored sweatshirts.	Jackets or sweatshirts with writing or logos (other than WAPHS); Plaid jackets, flannels, or other shirts; jackets or sweatshirts in colors other than the school colors.
Shoes/ Socks	Shoes and socks in any of the following colors: black, gray, sky blue, or white; laces must be black or white	Shoes or socks in any color other than school colors; sandals, slippers, open-toed or high-heeled shoes; colored shoe laces; long socks pulled up past the bottom of the student's shorts.
Headwear	Plain Beanies and scarves in the school colors (black, gray, or sky blue); hats or beanies with the school logo.	Any headwear not listed to the left, including (but not limited to): hats or beanies with writing or logos (other than WAPHS), do-rags, wave caps, bandanas, etc.
Accessori es	Students should only bring accessories that contribute in a positive way to the learning environment.	Any accessories that promote drugs, alcohol, or other restricted substances; any items that promote sex, violence, or gang activity (determined at the discretion of administration).

According to State and District policies, West Adams School Site Council (SCC) has adopted the following school uniform policy as a component of West Adams's Safe School Plan. Students who cannot *afford* the school uniform may speak with the administration for alternative arrangements.
(LAUSD Bulletin-2549.1; Elementary and Secondary Education Act, Part C, Section 722; California Education Code sections 35183,35183.5,48853.5,49066)
* **Wednesday** – Students may wear College shirts to promote College going culture.
* **Friday** – Students may wear West Adams Prep. School spirit shirts: representing clubs, ACADEMY's, or West Adams athletics.

West Adams Preparatory High School

Attendance Policy

2018-2019

West Adams and LAUSD recognize the strong connection between student attendance and student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance.

The Compulsory Attendance Law (E.C. 48200), requires that all children aged 6-18 attend school. Absences due to personal illness, court appearance, or medical appointments can be excused if official documentation is provided. Absences due to personal reasons, oversleeping, car repair, shopping, working, lack of clothing, babysitting, extended vacation days, or trips do not meet the legal criteria and will be designated as unexcused. Parental notes are accepted, but, at the discretion the school, staff may request additional documentation and/or refuse to excuse the absence. Unexcused or excessive absences, <u>even those verified by parents</u>, may lead to disciplinary actions which include but are not limited to detention assignments, Saturday School assignments, parent conferences, referral to the Student Attendance Review Board (SARB), or alternative placement.

RETURNING TO SCHOOL AFTER AN ABSENCE

Students are to report to their ACADEMY office with a verification note which must include student's full name, date and reason for absence.

TYPES OF ABSENCES

EXCUSED: An absence due to illness approved by a physician or a court summons with verification. Medical, dental, or optometric appointments, with verification. Death of an immediate family member.
UNEXCUSED: An absence which is personal and all other forms of illness, not verified by a note.
TRUANCY: Absences from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination
TARDY: Arriving to class and/or not being in assigned seat by the time the tardy bell rings for the class period.

ABSENCE[1]/TARDY[2] INTERVENTIONS

#	Action
1-2	Warning, counseled by teacher
3	Parent contact from teacher
4	Warning, counseled by academic counselor
5+	Mandatory parent conference with administrator
<u>Subsequent Violations</u>: Discipline will be escalated in accordance with the violation. Including but not limited to Saturday Positive Behavior Intervention	

[1] Students who are in danger of falling below 92% attendance rate will be referred to a PSA.

[2] All tardy students MUST sign-in the "Tardy Sign-In Sheet" and Teachers will document student tardies on MISIS.

LEAVING CAMPUS

- Students will not be permitted to leave campus at any time.
- If a student becomes ill, they need to report to the Nurse's Office. Students are not to call their parents directly from their cell phone. The nurse will see student and decide if it is necessary to send the student home. Parent/guardians will be contacted to come in to check students out through the Nurse's Office.
- Parents are expected to schedule appointments whenever possible. If a student has a doctor, dental, or personal appointment, parent/guardian must check student out through the main office. Students must present official medical verification that they were seen in order to get an absence excused.
- STUDENTS THAT LEAVE CAMPUS ARE CONSIDERED TO BE TRUANT.

SATURDAY POSITIVE BEHAVIOR INTERVENTION

Students must serve Saturday Positive Behavior Intervention assignments issued by the ACADEMY administrator or counselor.
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Tardy Policy: Teacher Responsibilities

- Pick up a tardy sign in sheet from your ACADEMY office (forms were handed out the 1st day of school)
- Instruct students that when they come to class late they are to write down their name and the time they entered class on the tardy sheet.
- Informs students that 3 days tardy without a note is equal to 1 unexcused absence.
- Contact parents of repeat offenders

Power of the door

Welcoming students to your class.   All late students come in and sign the tardy sheet. Ask students to turn off and put away all phones before entering the room.

Power of the Positive

When a student enters a class late, they will sign their name on a tardy clipboard. Example: "Good morning, Enrique. Nice to see you today. Please sign the tardy clipboard and then have a seat. Your seat partner will get you caught up in a minute." (Tardy sign in sheets will be provided by your ACADEMY administrator).

Awards and Incentives

- Advisory classes with no students tardy will be recognized on a monthly basis.
- Faculty with the least amount of tardy students will be recognized at periodic faculty meetings.
- Teachers who have chronic tardy students to their classes will give out Caught Being Good raffle tickets to these students each time they arrive on time
- "Thank you for coming to class on time! You are being recognized for your efforts."

Accountability

- Each week on Friday afternoons, counselors will run data on tardy and absences.
- Students who are tardy 5 times for any period each week must serve after school detention.
- Students who continue to serve Saturday school detention and parents will be contacted.
- Failure to report to detention or no improvement in behavior will result in parent meeting with PSA or administrator and signing an attendance contract.
- Students with high number of partial day absences will be referred by the academic counselor to the PSA counselor for further action.

- Each week the PSA counselor will run data on students with partial day absences.
- PSA counselor will contact homes of students with large numbers of partial day absences.

Random Searches
SEARCHES OF STUDENTS (BUL-1824.2 & BUL-5424.0)
School systems are faced with ever-increasing violence, including the use of weapons on or adjacent to school campuses. In 1993, the District implemented random metal detector searches under Education Code 35160 et seq. and under the settled principles of constitutional construction, the safe schools clause which permits reasonable application of metal detectors in schools.

School administrators may conduct searches of individual students when they have reasonable cause to believe that the student has violated or is violating the law or a school rule. "Reasonable cause" includes the following: reasonable suspicion that the search will turn up evidence of the student's violation; the extent of the search is reasonably related to the suspected violation; and the search is not excessively intrusive considering the student's age and sex and/or ethnicity.

All West Adams Preparatory High School Students are subject to the following random searches:
Morning Procedures:
- Students are randomly searched every morning at our entrance gate and at the tardy entrance.
- Selected students are searched using metal detectors in a nonpublic space.
- Backpacks, purses, and pouches are thoroughly searched by staff.
- Students are documented and are asked to sign indicating that they have participated in a random search.
- School police are contacted when illegal items, such as dangerous weapons and other sorts of contraband are confiscated from students.
- All contraband are confiscated from students by administration/school police and documented.

Classroom Searches:
- Classrooms are randomly selected daily for searches.
- Prior to beginning searches, administrators explain the purpose of the search.
- Students are randomly selected from a class roster and are asked to remove their belongings from their desk and step outside.
- The team uses metal detectors to students; a more thorough search of backpacks, purses, and pouches is conducted.
- Students are documented by staff and are asked to sign indicating they indeed participated in search.

Locker Searches:
- Administrators routinely conduct locker searches.
- Notification is left in lockers notifying to students that their lockers have been indeed searched by the school's administration.

Communicating Expectations:
Students have been informed of school-wide/district expectations at the beginning of the school year via various formats: small school assemblies, student/parent orientations, WAPHS parent handbook, and LAUSD student/parent handbook.

Electronic Device Policy 2018-19

POSSESSION/USE OF ELECTRONIC ITEMS BY STUDENTS (LAUSD BUL-5468.0)
California Education Code, Section 48901.5 permits "the governing board of each school district. or its designee, to regulate the possession of any electronic signaling device that operates thorough the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of school districts while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees."

It is the policy of the Los Angeles Unified School District (LAUSD) to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours or school activities, excluding the students' lunchtime.

Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other electronic signaling devices even before or after school or during lunch.

Expectations
- Prior to entering the classroom, cell phones should be turned off and stored in your backpack or purse.
- Cell phones are not permitted to be charged on campus at any time.

Students may use electronic devices in the classroom for educational purposes only with the permission of the teacher and approval from administration.

West Adams Preparatory High School students who violate said policy will be disciplined accordingly. Disciplinary actions will be escalated in accordance with the violation, including but not limited to returning the electronic device only at the end of a conference with the student's parent or guardian.

West Adams Preparatory High School and The Los Angeles Unified School District are not responsible for lost or damaged electronic devices brought on school property.

Skateboard Policy 2018-19

The safety of our students in our number one priority. To ensure the safety of our students, **skateboarding and bicycling are not permitted on school property at any time.**
In addition to safety issues, skateboards can interrupt instruction and learning which makes it a violation of District policy and the Education Code. California state law requires all children ages 17 and under to wear a safety helmet whenever riding a bicycle, scooter, rollerblades, and skateboard. The law requires the riders of motorized scooter and motorized skateboard to be at least 16 years of age and wearing a safety helmet.
Students bringing skateboards and/or bicycles onto campus must adhere to the following rules:
1. Lock the skateboard or bicycle on the approved rack; located in the quad and by auditorium. There are no exceptions!
2. Students are required to bring a lock to secure their skateboards and bicycles. Locks are available for purchase at the Student Store.
3. Students found carrying skateboard will have it confiscated. Students will be escorted to the rack to lock up their board. Second offense will result in skateboard confiscation pending a parent conference.
4. Subsequent Violations: Disciplinary actions will be escalated in accordance with the violation. Including but not limited to returning the board only at the end of the academic semester to the student's parent or guardian.

West Adams Prep and the Los Angeles Unified School District are not responsible for lost or damaged skateboard or bicycles brought on school property.

STUDENT SUSPENSIONS FROM CLASS

From class by Teacher (BUL-3819). Per Collective Bargaining Agreement, Article XXIV the teacher may suspend a student from the teacher's class for that day and the following day for any of the causes set forth below. This may occur only once every 5 days. However, this is not to suggest that teacher-imposed suspensions from class are to be the sole, or even typical, remedy for such offenses. Subject to the foregoing, the offenses which may warrant a teacher-imposed suspension are as follows:

a. Disruptive behavior or willful defiance of valid authority; 2008-2011 LAUSD/UTLA CBA 01-03-2011 261
b. Obscenity, habitual vulgarity, profanity or hate language (e.g., slurs based on race, ethnicity, sexual orientation, gender, religion, etc.);
c. Causing, attempting or threatening violence or physical injury;
d. Theft or damage to school property or personal property;
e. Extortion or robbery;
f. Possessing, using, offering for sale, furnishing or being under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind;
g. Possessing, using, offering for sale or furnishing any drug paraphernalia;
h. Offering for sale or furnishing any substitute substance represented as a controlled substance, alcoholic beverage or intoxicant;
i. Possessing, using, offering for sale, or furnishing any firearm, or imitation firearm, explosive, knife or other dangerous object;
j. Falsely reporting a fire or bomb.
k. Possessing, or using tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew   packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
l. Knowingly receiving stolen school property or private property.
m. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code; or
n. Harassing, threatening, or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

The following do not constitute appropriate grounds for suspending a student from a classroom: sleeping, not in possession of school related material, not completing homework, speaking to another student, or reporting late.

Teachers who choose to impose suspensions from their class shall immediately report same to the site administrator and send the student to the office. As soon as possible, the teacher shall ask the parent or guardian of the student to meet with the teacher. At no time shall a teacher ask a student to wait in the hallway without direct visual observation from a certificated staff member.

The parents' copy of the Notice of Suspension from Class shall be mailed immediately to them, other copies to be distributed as indicated on the computer-generated PAR. If possible, the teacher shall confirm by telephone the date and time for the conference, as requested on the PAR, to discuss the reason(s) for the suspension. Whenever possible, a school counselor or psychologist shall attend the conference. If either the teacher or the parent so requests, an administrator shall attend the conference. One purpose of this conference is to work towards a partnership among those involved (e.g., teacher, parent, student).

The student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the principal and the teacher who imposed the suspension.

A student suspended from a class shall not be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended.
A teacher may require the completion of tests and assignments missed during the period of suspension.

REQUIRED NOTIFICATION OF LAW ENFORCEMENT

Education Code Section 48902 requires that the school principal, prior to the suspension or expulsion recommendation of a pupil, notify the local law enforcement authority if certain specified acts have been allegedly committed by that pupil. The willful failure to make any report required by this section is an infraction punishable by a fine, to be paid by the principal or the principal's designee who is responsible for the failure to report, of not more than five hundred dollars ($500). Notification of law enforcement is required under the following circumstances:

A. Assault with a deadly weapon (Penal Code [P.C.] section 245).

B. Possession or sale of narcotics or a controlled substance.

C. Possession of a firearm(s) at a public school (P.C. section 626.9).

D. Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district (P.C. section 626.10).
If the student is arrested, or released to a peace officer, the school principal shall take immediate steps to notify the parent regarding the place to which the minor is reportedly being taken. These efforts to notify the parent must be documented.

The school principal shall not suspend any student who is being arrested at the time of the arrest but, rather, shall wait until that

REMOVAL OF STUDENTS FROM SCHOOL
A law enforcement officer in the performance of his duty may remove a pupil from school. (Chapter 5, Penal Code – State of California Section 729. Welfare and Institution Code: California Legislative Council Opinion No. 1499 dated September 11, 1952.). However, all law enforcement officers must complete school removal form and sign.

In all cases where the pupil is removed from the school without a written request from the legal guardian, the school must notify the legal guardian immediately. In the event that the legal guardian cannot be reached, the office of the superintendent of schools or the counseling division must be notified.

ALCOHOL AND DRUG ABUSE
All staff members are required to report, as soon as possible, their suspicions of drug and alcohol use that they observe, confront, smell, etc. to an administrator. Staff members will be supported in their reporting activities by the school administration, since this is an expected and required responsibility. The school does not expect faculty members who are uncomfortable addressing drug and alcohol incidents to directly confront the students; however, if a teacher feels comfortable, he or she may speak directly with the student about the concern. The

incident must be reported immediately and the school administration will take the next appropriate step. Teachers will be expected to follow up with a written report, when required, which will include student name, description and any other pertinent information required for appropriate disciplinary action.

STUDENT COMPUTER USE POLICY (BUL-999.4 -3)

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). Only current students or employees are authorized to use the network.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

STUDENT INTERNET SAFETY (BUL 5181.2)
1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;

2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;

3. Students shall not meet in person anyone they have met only on the Internet; and

4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

PENALTIES FOR IMPROPER USE
The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Student Activities

California State law allows any group of students within a school to organize a student body association, also known as an Associated Student Body (ASB), for the purposes of conducting activities on behalf of the school's students. The ASB at West Adams Preparatory provides students the opportunity to participate in the planning and execution of activities and to learn constructive leadership procedures. At West Adams Preparatory, the students are encouraged to actively take part in the decision making process that concerns and affects them. It is hoped that the participation will be in areas of service to others as well as fun activities. The staff is urged to become involved in the activities.

However, the ASB must be approved by the Board of Education and be subject to its control and regulation. As such, the activities of the ASB cannot be in conflict with the Board's authority and responsibilities. The Los Angeles Unified School District's Board of Education has authorized the establishment of ASB's for all of its schools and delegated the technical supervision and management of student body financial activities to the Student Body Finance Section of the School Fiscal Services Division.

Although the Board has authorized ASB's, in order to become operational at a school they must first have an approved constitution. Minutes of each ASB meeting must be prepared by the ASB secretary and reviewed and approved at the next ASB meeting. For secondary schools, the ASB is considered "organized", because it has an elected student body government and a student body advisor. In elementary schools, continuation, and adult schools the ASB is "unorganized" and decisions are made by a trustee, such as the school principal.

While ASB's are involved in a wide range of activities that promote the general welfare and morale of students, they can also sponsor activities that are specifically related to the generation of revenues. These activities are known as fundraisers. In addition to ASB fundraisers, the ASB can also be involved in other operations that generate income. This publication will explore these different fundraisers and income generating activities in subsequent pages.

Once an ASB is formed by having its constitution ratified by the school's students, the ASB's finance committee should develop a budget prior to sponsoring any fundraising or income generating activities. This budget will help the ASB in determining how much revenue needs to be generated in order to accomplish its goals for the year, as well as providing instruction on proper financial practices to the ASB leadership.

In the Los Angeles Unified School District, ASB preliminary budgets should be prepared in Spring for the following school year with the budget forms provided to each school by the Student Body Finance Section. One helpful tool for developing the preliminary budget would be to use the historical average of the prior three years' expenditure and income patterns. Of course, the average should be adjusted if any major event occurred in the previous year(s) that is not anticipated to occur in the current years' budget or if expenses or revenue changes are anticipated in upcoming years. In developing the revenue budget, the ASB should review the acceptable fundraising and income generating activities, as well as the permitted expenditures prior to developing the expenditure budget.

After the preliminary budget has been established, two copies must be submitted to the Student Body Finance Section for review. An annual memorandum from this Section provides the budgetary due dates. The preliminary budget is then subject to the deliberation of the next school year's ASB leadership or student finance committee (composed of the ASB treasurer, the principal, the ASB leadership sponsor, and the financial manager) who must either ratify or amend the preliminary budget prior to it becoming effective. Two copies of the approved budget must also be submitted to the Student Body Finance Section. Even after the ASB budget

has been approved, the ASB leadership or student finance committee should periodically monitor revenues and expenditures to ensure that revenues will be sufficient and that acceptable financial practices are being followed.

Once the ASB budget has been developed, the school's principal is responsible for following several policies and procedures, prior to the ASB sponsoring a fundraiser, to ensure the safety of students and to ensure that fundraisers do not conflict with the Board's responsibilities.

PROCEDURES FOR STUDENT CLUBS AND CLASSES

1. Every school-sponsored club/class must have a constitution containing by-laws approved by the ASB leadership and school principal. The constitution must:

a. Contain a statement that all members must be students who are presently enrolled in the school.

b. Contain a statement that there is no affiliation with any non-school club, any political or religious organization, or with any organization which denies membership on the basis of race, color, creed, or political belief. (Board Rule 2262)

2. Minutes of club meetings must be recorded an approved by Club members.

3. Clubs/classes must be self-supporting through club/class fees and club/class fundraising activities. They cannot be subsidized by general student body funds.

4. Every school club/class must be sponsored by a member of the school faculty subject to approval by the principal.

5. The sponsor shall approve the time and place of all meetings and events.

6. The sponsor must attend all meetings, events and activities.

7. The sponsor is responsible for the annual budget of the club/class which must be submitted in accordance with the established rules approved by the principal.

8. The sponsor is responsible for the supervision of the collection of any funds from students or other personnel. Club/Class Fundraising

FUNDRAISING

Only AFTER a school's club/class has been properly established can fundraising activities occur. Clubs/classes must follow district guidelines listed below. Permitted and prohibited fundraising activities are the same as for the general student body.

Fundraising & Income Generating Activities' Checklist
1. A completed authorization request (Form 34-EHJ-8) must be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.
2. Fundraisers shall contribute to the educational experience of students and not conflict with the instructional program.
3. The type, frequency and scheduling of fundraisers must be approved by the principal.

4. Parental permission must be obtained in writing before a student can participate in the fundraiser.

5. Participation by the students and school employees is voluntary.

6. Students under the age of 16 cannot solicit on the street or door-to-door unless supervised by an adult.

7. No specific fundraising activity should exceed more than 3 consecutive weeks.

8. The school's appropriate parent group must review and approve the fundraiser.

9. Contests may be held and awards or prizes given to students only upon approval of the appropriate parent group. Only students enrolled in the school are eligible to receive these prizes or awards. A list of prizes given and the names of students who received them must be submitted to the Student Body Finance Section.

10. Concession Sales

    a. Agreements with firms for the concession sale of merchandise on school premises may be negotiated without submitting from 34-EHJ-8.

    b. Profits derived from concession sales in connection with general student body activities are general student body funds. However, if school clubs or graduating classes are running the entire operation, they may retain 100% of the profit.

    c. Section 80.73 of the Los Angeles Municipal Code prohibits the "…peddling, hawking, displaying for sale, soliciting the sale of, offering or exposing for sale, selling or giving away…" beverages or food of any kind within 500 feet of a school's property lines. For schools outside of the City of Los Angeles, vendors may not sell food or beverages within 1,000 feet of any school property. (7.62.071 Los Angeles County Ordinance)

Clubs/classes can generate revenues through:

a. Dues, assessments and donation from members.

b. Income from entertainment, dances, parties, etc. attended by club/class members only.

c. Sale of club or class sweaters, emblems, insignia, cards, announcements, photography, etc. to members of the club/class.

d. Special off-campus sales that are limited to club members and their immediate family.

Revenues generated through these activities belong to the club/class. However, if the club/class fundraiser is an "on-campus" activity during school hours, then no more than 50% of the profits can be credited to the club/class trust account, (Board Rule 2528) and the remainder must be credited to the general student body account. If the club/class fundraiser was approved as an "off-campus" activity, but members openly carry merchandise during the instructional day, it will be assumed that members are selling "on-campus" and the profits must be divided equally between the club/class trust account and the general student body account.

PROCEDURES FOR THE COLLECTION AND DISBURSEMENT OF CLUB/CLASS MONIES

The club/class sponsor is responsible for the collection of any monies. In order to safeguard assets and ensure proper accounting practices, the sponsor must follow the procedures listed below:

1. All monies collected for the club/class must be supported by approved collection forms.

2. All monies collected must be deposited with the student body finance office and acknowledged on a pre-numbered master receipt.

3. Personal checks cannot be substituted for cash collected.

4. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.

5. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.

6.   Authorization for expenditures of funds must be approved by the class/club sponsor, member, or designated class/club officer and principal.

7.   Requests for expenditures of funds must be submitted in advance, by the sponsor, to the financial manager by using a "Request for Check or School Purchase Order".

8. Club expenses can only be paid by check.

SPECIAL NOTES FOR WEST ADAMS BUSINESS ORIENTED TYPE CLASSES INCLUDING CULINARY ARTS
Instructors in classes who sell and order items that will later become the personal property of their students are responsible for the collection and safeguarding of any monies collected for materials, etc. As such, the following procedures and policies must be followed:

1. Receipts for monies collected must be issued and the following guidelines must be observed:

a. If collections are $25 or less for each item, or if the item has the same sales price, a class receipt can be used. Students should sign the receipt and indicate the amount paid. Care should be taken to insure that the amount indicated is correct.

b. If collections are greater than $25, an auxiliary receipt must be used. However, if the item has the same sales price, a class receipt may be used.

c. If collections are made by the student body finance office, the financial manager will issue an auxiliary receipt.

2. Total collections that are $25 or more, along with the collection form must be turned in daily. Money not turned in to the student body finance office and acknowledged on a pre-numbered master receipt is not covered by insurance.

3. All collections must be turned in prior to any weekend or holiday, and on the last school day of the month.

4. Personal checks cannot be substituted for cash collected.

5. At least 50% of the estimated cost must be collected from the student prior to starting any major project.

6. The shop or class cannot operate at a loss.

7. An annual inventory of student-body owned material must be prepared.

FUNDRAISING & INCOME GENERATING ACTIVITIES GUIDELINES
1. A club sponsor must submit a completed authorization request (Form 34-EHJ-8) must be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.

2. Fundraisers shall contribute to the educational experience of students and not conflict with the instructional program.

3. The type, frequency and scheduling of fundraisers must be approved by the principal.

4. Parental permission must be obtained in writing before a student can participate in the fundraiser.

5. Participation by the students and school employees is voluntary.

6. Students under the age of 16 cannot solicit on the street or door-to-door unless supervised by an adult.

7. No specific fundraising activity should exceed more than 3 consecutive weeks.

8. The school's appropriate parent group must review and approve the fundraiser.

9. Contests may be held and awards or prizes given to students only upon approval of the appropriate parent group. Only students enrolled in the school are eligible to receive these prizes or awards. A list of prizes given and the names of students who received them must be submitted to the Student Body Finance Section.

10. Fundraising financial statements must be submitted to the Student Body Finance Section within 30 days after the event.

ALLOWABLE ASB FUNDRAISING ACTIVITIES

Listed below are the three types of approved fundraising activities that an ASB can sponsor and the appropriate guidelines. If you have any questions regarding these, or any other proposed fundraising activity, please call your Local District Coordinating Financial Manager.

1. "A-thons" or endurance contests

a. Senior high schools may conduct walk, jog, cheer, sports, academic, dance, or other "a-thons" within reason. Middle schools may only conduct walk-a-thons and bike-a-thons.

b. "A-thons" must be held on the school's grounds.

c. Written parental permission should be obtained prior to student participation.

d. The school nurse should certify, as best as possible from available school records that the student is physically able to participate in the activity.

e. The "A-thon" should be well supervised and individual student condition/progress monitored.

f. The "A-thon" supervisors should have easy access to participant's current emergency cards.

g. The weather should be considered as to how it might affect student safety. (e.g. excessive heat, smog, rain, etc.)

2. Food Sales (not by the Student Store)

a. ASB sales of food during the school day must be limited to four times per year if during the school day or within 30 minutes of the end of the school day.

b. All food sold during the day must comply with the District Healthy Beverage and Obesity Prevention Motions. Please refer to the Food Services Branch's website at www.cafe-la.org for the most recent listing of approved beverages and snacks.

c. The Cafeteria Manager should be notified, in advance, of any food sales so that he/she can plan accordingly.
d. The food items sold during the regular school day cannot be the same food items sold by the District in the Food Services Program at that school during the school day.

e. The food sold during the regular school day may not be prepared on the premises.

f. The food facility (location serving or preparing foods) must have a valid health permit.

g. Foods prepared outside of school premises cannot be served on school campuses unless the food preparers comply with rules set forth by the School Board, National School Lunch Program, Student Health Services Division, the Los Angeles County Health Department and the California Uniform Retail Food Facilities Law.

h. Food items may not be sold during the school day from vending trucks on school ground.

3. Fundraising "Drives"

a. Public Appeals are drives in which relatives, friends, and neighbors are solicited, and the number of items sold is unlimited. Proceeds from a public appeal fund-raising activity may be credited to the student body or the PTA/approved parent group or shared between the student body and the PTA/approved parent group. Proceeds may not be credited to a student body club or to a booster club.

b. A fund-raising item which is not on the District's approved list of healthy beverage or snacks cannot be sold before, during or within 30 minutes after the end of the school day.

ASB FUNDRAISING ACTIVITIES NOT ALLOWED

Due to safety and liability issues the ASB is prohibited from sponsoring the following fundraising activities:

1. Raffles or games of chance
2. Rides, either mechanical or animal
3. Activities that include the use of darts or arrows
4. Activities in which objects are thrown at a live target
5. Dunking persons into water tanks
6. Destroying old cars or similar objects by hammers, etc.
7. Sales of cosmetics, used jewelry or used clothing.
8. Booths for manicures, pedicures and makeup, etc.
9. Activities which use a trampoline or mini-trampoline.
10. Car washes

11. Rummage sales

ACTIVITIES/SALES REQUEST PROCEDURE

All activities must be approved by the ASB Council and club/activities sponsor at least three weeks prior to the date of the event. .

Complete in the following order:
1. Prepare and submit plans to the Club Sponsor for preliminary approval and signature.
2. Submit to proper department assistant principal for approval of section one.
3. See Administrative Assistant for calendar clearance.
4. Submit for approval to the ASB Council at least three weeks prior to the activity.
5. Submit to general secretary for substitute approval.
6. Submit to athletic director, building services supervisor and media technician, for approval of facilities and services.
7. Submit to Finance Office for budget, transportation cost, and ticket approval.
8. Submit to principal for final approval.

*** IMPORTANT ***

Absolutely no sale or activity can take place until step 7 has been accomplished!

Extra-curricular activities are defined as structured, non-classroom activities where students represent the school publicly. This includes activities that are judged, such as music festivals, bands, drill team, athletics, cheer, speech and debate, etc. Also included are members of the Associated Student Body central governing council, presidents of subsidiary student organizations and class officers. The following standards in scholarship and citizenship have been established as minimum requirements for students who participate in extra-curricular activities.

At the end of each grading period, a student must have a grade point average (GPA) of 2.0 (equivalent to a "C" average) and satisfactory citizenship--suspensions from school may cause ineligibility as determined by the principal.

Coaches shall not exert undue influence on any instructor to change a student's grade. A coach wishing to speak with an instructor must make an appointment with him/her.

ATTENDANCE
West Adams Preparatory High School students may NOT participate in a performance/contest/game unless she/he is in full attendance at school on the day of the said event.

TRANSPORTATION
All students participating in a school sponsored activity, including athletic competitions, must travel to and from event in school sponsored activity. Teachers/coaches may not allow students to leave a field trip or athletic event activity in a personnel or family vehicle.

BOOSTER CLUBS
Booster Clubs and other non-school organizations/groups, other than the PTA and Approved Parent Group, are considered to be separate entities. Booster Clubs can raise funds for a school, but unlike a PTA or an Approved Parent Group, they cannot conduct joint fundraising activities with the student body. Booster Clubs should not be conducting fundraising activities on campus during school hours.

Booster Clubs must follow the guidelines listed below:

1. Booster Clubs must be properly organized under the laws of the state, county, and city. They must raised funds independently of the ASB, just as a Kiwanis Club, Lions Club, Chamber of Commerce or other professional organization raises funds.

2. Booster Clubs are separate legal entities from the District. Prior to any involvement with a Booster Club, the school administrator should ensure that the organization has provided the school with appropriate documentation showing its independent legal status.

3. A Booster Club is required to have sufficient liability insurance to operate its organization and meet the District's minimum insurance requirements. The Office of Risk Management & Insurance Services (ORMIS) can be contacted at (213) 241-3987 for current insurance requirements. ORMIS suggests that a Booster Club contact a commercial insurance agent to discuss securing liability insurance for their organization.

4. Booster Clubs wishing to use District facilities need a Civic Center permit under provisions of Board Rule 1301-02. Any services of classified staff must be paid for by the Booster Club. For "Special Events", the District has an underwriting facility that allows for the purchase of a reasonably priced special events liability

policy to cover the specific event. Boosters Clubs should contact the Office of Risk Management & Insurance Services at (213) 241-3987.

5. Students or staff assisting with a Booster Club activity shall not interfere with the instructional program.

6. The providing of information, or advertising of activities, or the selling of Booster Club products shall not interfere with student body fundraising activities or other student body activities and shall not take place on school grounds during the school day.

7. Booster Clubs that wish to donate monetary and non-monetary items to the student body must do so by submitting a "Request for Authorization for Student Body Expenditures and Receipts" (Form 34-EHJ-8) to the Student Body Finance Section.

8. No booster club may sell refreshments to the general student body at school events and retain the profits, except on a concession basis with a commission paid to the student body. This commission must be approved in advance by the student body.

BOOSTER CLUB FUNDS MAY NOT BE KEPT ON THE STUDENT BODY BOOKS OR PROCESSED THROUGH THE STUDENT BODY FINANCE OFFICE (STUDENT STORE).

SALES OF CONCESSIONS

a. Agreements with firms for the concession sale of merchandise on school premises may be negotiated without submitting from 34-EHJ-8.

b. Profits derived from concession sales in connection with general student body activities are general student body funds. However, if school clubs or graduating classes are running the entire operation, they may retain 100% of the profit.

c. Section 80.73 of the Los Angeles Municipal Code prohibits the "…peddling, hawking, displaying for sale, soliciting the sale of, offering or exposing for sale, selling or giving away…" beverages or food of any kind within 500 feet of a school's property lines. For schools outside of the City of Los Angeles, vendors may not sell food or beverages within 1,000 feet of any school property. (7.62.071 Los Angeles County Ordinance)

WORK PERMITS

All student work permits are issued by the 12th grade counselors. To be eligible for a work permit students must meet the following criteria:

West Adams Work Permit Policy	
Age	16
GPA	2.50
Attendance (per quarter)	No more than 3 excused absences & No more than 3 tardies
Discipline (per year)	No more than 2 referrals or counselor Or No referrals to dean
Recommendation	From teacher: work habits, grades, students maturity level *From counselor: only needed if student doesn't meet the minimum requirements listed for GPA, attendance, or discipline.

2018-19 Updates

Calendars and Schedules

West Adams Preparatory High School 2018-19 School Calendar
Fall: Aug 13-Dec 14 2018

Date	Activity	Start Time	End Time
Monday, August 13, 2018	Pupil Free Day (no school for students)		
Tuesday, August 14, 2018	First Day of Instruction - Opening Day Bell Schedule		
Thursday, August 16, 2018	Department Chair Meeting		
Monday, August 20, 2018	Fall STEM Assembly	11:23 AM	12:08 PM
Tuesday, August 21, 2018	PD (Department/SLC)	1:20 PM	3:20 PM
Wednesday, August 22, 2018	Fall SLC SOTA Assembly	11:23 AM	12:08 PM
Wednesday, August 22, 2018	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, August 23, 2018	FALL 9th Grade Assembly	11:23 AM	12:08 PM
Friday, August 24, 2018	Fall Business Assembly	11:23 AM	12:08 PM
Saturday, August 25, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Tuesday, August 28, 2018	PD (SLC)	1:20 PM	3:20 PM
Tuesday, August 28, 2018	Faculty Meeting	3:30 PM	4:30 PM
Wednesday, August 29, 2018	AP/Honors Meeting: Students	1:00 PM	
Thursday, August 30, 2018	Coffee with the principal	9:00 AM	10:30 AM
Thursday, August 30, 2018	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Friday, August 31, 2018	Admission Day (no school)		
Monday, September 3, 2018	Labor Day (no school)		
Tuesday, September 4, 2018	PD (Department)	1:20 PM	3:20 PM
Wednesday, September 5, 2018	Academy Collaboration Meetings		
Thursday, September 6, 2018	Safety Committee Meeting	3:30 PM	4:15 PM
Thursday, September 6, 2018	Fall 5 Week Grades Due		
Saturday, September 8, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, September 10, 2018	Unassigned Day (no school)		
Tuesday, September 11, 2018	PD (SLC)	1:20 PM	3:20 PM
Wednesday, September 12, 2018	Blood Drive		
Wednesday, September 12, 2018	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, September 13, 2018	ELAC	9:00 AM	10:00 AM
Thursday, September 13, 2018	Back to School Night	4:45 PM	7:00 PM
Friday, September 14, 2018	Minimum Day		
Saturday, September 15, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, September 17, 2018	SSC	3:45 PM	
Tuesday, September 18, 2018	PD	1:20 PM	3:20 PM
Wednesday, September 19, 2018	Academy Collaboration Meetings		
Wednesday, September 19, 2018	Unassigned Day (no school)		
Saturday, September 22, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, September 24, 2018	SDM	3:45 PM	
Tuesday, September 25, 2018	PD (SLC)	1:20 PM	3:20 PM

Tuesday, September 25, 2018	Faculty Meeting	3:30 PM	4:30 PM
Wednesday, September 26, 2018	AP/Honors Meeting: Students	1:00 PM	
Thursday, September 27, 2018	Coffee with the principal	9:00 AM	10:30 AM
Thursday, September 27, 2018	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, September 29, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, October 1, 2018	SSC	3:45 PM	
Tuesday, October 2, 2018	PD	1:20 PM	3:20 PM
Wednesday, October 3, 2018	Academy Collaboration Meetings		
Thursday, October 4, 2018	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, October 6, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Tuesday, October 9, 2018	PD (SLC)	1:20 PM	3:20 PM
Wednesday, October 10, 2018	PSAT		
Thursday, October 11, 2018	ELAC	9:00 AM	10:00 AM
Thursday, October 11, 2018	Fall 10 Week Grades Due		
Saturday, October 13, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, October 15, 2018	SDM	3:45 PM	
Monday, October 15, 2018	9th Grade Academy Awards Ceremony	TBD	
Tuesday, October 16, 2018	PD	1:20 PM	3:20 PM
Tuesday, October 16, 2018	STEM Awards Ceremony	TBD	
Wednesday, October 17, 2018	Academy Collaboration Meetings		
Wednesday, October 17, 2018	BMH Awards Ceremony	TBD	
Wednesday, October 17, 2018	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, October 18, 2018	PHBAO	4:45 PM	7:00 PM
Thursday, October 18, 2018	SOTA Awards Ceremony	TBD	
Friday, October 19, 2018	Minimum Day	TBD	
Saturday, October 20, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Tuesday, October 23, 2018	PD (SLC)	1:20 PM	3:20 PM
Wednesday, October 24, 2018	AP/Honors Meeting: Students	1:00 PM	
Wednesday, October 24, 2018	Wizard of Oz Show	5:00 PM	8:00 PM
Thursday, October 25, 2018	Coffee with the principal	9:00 AM	10:30 AM
Thursday, October 25, 2018	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, October 27, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Tuesday, October 30, 2018	PD	1:20 PM	3:20 PM
Tuesday, October 30, 2018	Faculty Meeting	3:30 PM	4:30 PM
Thursday, November 1, 2018	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, November 3, 2018	Saturday School Credit Recovery - Session 1	8:00 AM	2:30 PM
Monday, November 5, 2018	SSC	3:45 PM	
Tuesday, November 6, 2018	PD (SLC)	1:20 PM	3:20 PM
Wednesday, November 7, 2018	Academy Collaboration Meetings		
Thursday, November 8, 2018	ELAC	9:00 AM	10:00 AM
Monday, November 12, 2018	Veterans Day Observed (no school)		
Tuesday, November 13, 2018	Regular Day, No PD		
Wednesday, November 14, 2018	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, November 15, 2018	Fall 15 Week Grades Due		
Monday, November 19, 2018	New Staff Reed Training	8:00 AM	3:30 PM
Monday, November 19, 2018	Thankgiving Holiday (no school)		
Tuesday, November 20, 2018	New Staff Reed Training	8:00 AM	3:30 PM
Tuesday, November 20, 2018	Regular Day, No PD		
Wednesday, November 21, 2018	New Staff Reed Training	8:00 AM	3:30 PM
Monday, November 26, 2018	SDM	3:45 PM	
Tuesday, November 27, 2018	PD (SLC)	1:20 PM	3:20 PM
Tuesday, November 27, 2018	Faculty Meeting	3:30 PM	4:30 PM
Wednesday, November 28, 2018	PBL Night	4:00 PM	6:00 PM
Wednesday, November 28, 2018	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, November 29, 2018	Coffee with the principal	9:00 AM	10:30 AM

Thursday, November 29, 2018	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, December 1, 2018	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, December 3, 2018	SSC	3:45 PM	
Tuesday, December 4, 2018	PD	1:20 PM	3:20 PM
Wednesday, December 5, 2018	Academy Collaboration Meetings		
Thursday, December 6, 2018	Reality Stars Greek Gods Edition	6:00 PM	7:30 PM
Thursday, December 6, 2018	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, December 8, 2018	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Tuesday, December 11, 2018	Faculty Meeting	3:30 PM	4:30 PM
Tuesday, December 11, 2018	Regular Day, No PD		
Wednesday, December 12, 2018	Fall Semester Finals		
Thursday, December 13, 2018	Coffee with the principal	9:00 AM	10:30 AM
Thursday, December 13, 2018	ELAC	9:00 AM	10:00 AM
Friday, December 14, 2018	Fall 20 Week Grades Due		
Saturday, December 15, 2018	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, December 17, 2018	Winter Recess (no school)		
Monday, December 24, 2018	Winter Recess (no school)		
Monday, December 31, 2018	Winter Recess (no school)		
Thursday, November 29, 2018	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, December 1, 2018	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Tuesday, December 11, 2018	Faculty Meeting	3:30 PM	4:30 PM
Tuesday, December 11, 2018	Regular Day, No PD		
Wednesday, December 12, 2018	Fall Semester Finals		
Thursday, December 13, 2018	Coffee with the principal	9:00 AM	10:30 AM
Thursday, December 13, 2018	ELAC	9:00 AM	10:00 AM
Friday, December 14, 2018	Fall 20 Week Grades Due		
Saturday, December 15, 2018	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, December 17, 2018	Winter Recess Begins (no school)		

Spring: Jan 7 to June 10, 2019

Monday, January 7, 2019	Second Semester Begins		
Tuesday, January 8, 2019	Regular Day, No PD		
Saturday, January 12, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, January 14, 2019	SSC	3:45 PM	
Tuesday, January 15, 2019	PD	1:20 PM	3:20 PM
Wednesday, January 16, 2019	Academy Collaboration Meetings		
Wednesday, January 16, 2019	Spring SLC Assembly	11:23 AM	12:08 PM
Thursday, January 17, 2019	Spring 9th Grade Assembly	9:33 AM	10:10 AM
Thursday, January 17, 2019	Fall Sports Banquet	5:00 PM	7:00 PM
Thursday, January 17, 2019	ELAC		10:00 AM
Saturday, January 19, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, January 21, 2019	SDM	3:45 PM	
Monday, January 21, 2019	Dr. Martin L. King, Jr.'s Birthday (no school)		
Tuesday, January 22, 2019	PD (SLC)	1:20 PM	3:20 PM
Wednesday, January 23, 2019	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, January 24, 2019	Principal's Honor Roll	8:30 AM	10:00 AM
Saturday, January 26, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Tuesday, January 29, 2019	PD	1:20 PM	3:20 PM
Tuesday, January 29, 2019	Faculty Meeting	3:30 PM	4:30 PM
Wednesday, January 30, 2019	Blood Drive		
Wednesday, January 30, 2019	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, January 31, 2019	Coffee with the principal	9:00 AM	10:30 PM
Thursday, January 31, 2019	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, February 2, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM

Monday, February 4, 2019	SSC	3:45 PM	
Tuesday, February 5, 2019	PD	1:20 PM	3:20 PM
Wednesday, February 6, 2019	Academy Collaboration Meetings		
Thursday, February 7, 2019	Safety Committee Meeting	3:30 PM	4:15 PM
Thursday, February 7, 2019	Open House	4:45 PM	7:00 PM
Thursday, February 7, 2019	Spring 5 Week Grades Due		
Friday, February 8, 2019	Minimum Day		
Saturday, February 9, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Tuesday, February 12, 2019	PD (SLC)	1:20 PM	3:20 PM
Thursday, February 14, 2019	ELAC	9:00 AM	10:00 AM
Saturday, February 16, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, February 18, 2019	Presidents' Day (no school)		
Tuesday, February 19, 2019	PD	1:20 PM	3:20 PM
Wednesday, February 20, 2019	Academy Collaboration Meetings		
Wednesday, February 20, 2019	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Saturday, February 23, 2019	Saturday School Credit Recovery - Session 2	8:00 AM	2:30 PM
Monday, February 25, 2019	SDM	3:45 PM	
Tuesday, February 26, 2019	PD (SLC)	1:20 PM	3:20 PM
Tuesday, February 26, 2019	Faculty Meeting	3:30 PM	4:30 PM
Wednesday, February 27, 2019	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, February 28, 2019	Coffee with the principal	9:00 AM	10:30 AM
Thursday, February 28, 2019	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, March 2, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, March 4, 2019	SSC	3:45 PM	
Tuesday, March 5, 2019	PD	1:20 PM	3:20 PM
Wednesday, March 6, 2019	Academy Collaboration Meetings		
Thursday, March 7, 2019	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, March 9, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, March 11, 2019	9th Grade Academy Awards Ceremony	TBD	
Tuesday, March 12, 2019	PD (SLC)	1:20 PM	3:20 PM
Tuesday, March 12, 2019	STEM Awards Ceremony	TBD	
Wednesday, March 13, 2019	BMH Awards Ceremony	TBD	
Thursday, March 14, 2019	ELAC	9:00 AM	10:00 AM
Thursday, March 14, 2019	SOTA Awards Ceremony	TBD	
Thursday, March 14, 2019	Spring 10 Week Grades Due		
Saturday, March 16, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, March 18, 2019	SDM	3:45 PM	
Tuesday, March 19, 2019	PD	1:20 PM	3:20 PM
Wednesday, March 20, 2019	Academy Collaboration Meetings		
Wednesday, March 20, 2019	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, March 21, 2019	PHBAO / PBL Night	4:45 PM	7:00 PM
Friday, March 22, 2019	Minimum Day		
Saturday, March 23, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Tuesday, March 26, 2019	PD	1:20 PM	3:20 PM
Tuesday, March 26, 2019	PD	1:20 PM	3:20 PM
Tuesday, March 26, 2019	Faculty Meeting	3:30 PM	
Wednesday, March 27, 2019	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, March 28, 2019	Coffee with the principal	9:00 AM	10:30 AM
Thursday, March 28, 2019	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, March 30, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, April 1, 2019	Cesar E. Chavez Birthday Observed (no school)		
Tuesday, April 2, 2019	Regular Day, No PD		
Thursday, April 4, 2019	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, April 6, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, April 8, 2019	SSC	3:45 PM	

Tuesday, April 9, 2019	PD	1:20 PM	3:20 PM
Wednesday, April 10, 2019	The Greatest Showman Spring Musical	5:00 PM	8:00 PM
Wednesday, April 10, 2019	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, April 11, 2019	ELAC	9:00 AM	10:00 AM
Saturday, April 13, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, April 15, 2019	Spring Recess (no school)		
Wednesday, April 17, 2019	Academy Collaboration Meetings		
Monday, April 22, 2019	SDM	3:45 PM	
Tuesday, April 23, 2019	PD	1:20 PM	3:20 PM
Wednesday, April 24, 2019	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, April 25, 2019	Coffee with the principal	9:00 AM	10:30 AM
Thursday, April 25, 2019	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Saturday, April 27, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, April 29, 2019	Spring 15 Week Grades Due (???)		
Tuesday, April 30, 2019	PD	1:20 PM	3:20 PM
Tuesday, April 30, 2019	Faculty Meeting	3:30 PM	
Wednesday, May 1, 2019	Academy Collaboration Meetings		
Thursday, May 2, 2019	Safety Committee Meeting	3:30 PM	4:15 PM
Saturday, May 4, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Monday, May 6, 2019	SSC	3:45 PM	
Monday, May 6, 2019	AP Testing		
Tuesday, May 7, 2019	PD	1:20 PM	3:20 PM
Thursday, May 9, 2019	ELAC	9:00 AM	10:00 AM
Saturday, May 11, 2019	Saturday School Credit Recovery - Session 3	8:00 AM	2:30 PM
Tuesday, May 14, 2019	PD	1:20 PM	3:20 PM
Wednesday, May 15, 2019	Academy Collaboration Meetings		
Wednesday, May 15, 2019	AP/Honors Meeting: Staff	3:30 PM	4:30 PM
Thursday, May 16, 2019	Fall Sports Banquet	5:00 PM	7:00 PM
Saturday, May 18, 2019	Prom		
Monday, May 20, 2019	SDM	3:45 PM	
Tuesday, May 21, 2019	PD	1:20 PM	3:20 PM
Wednesday, May 22, 2019	AP/Honors Meeting: Student	12:58 PM	1:28 PM
Thursday, May 23, 2019	Senior Awards	5:00 PM	7:00 PM
Monday, May 27, 2019	Memorial Day (no school)		
Tuesday, May 28, 2019	PD	1:20 PM	3:20 PM
Tuesday, May 28, 2019	Faculty Meeting	3:30 PM	4:30 PM
Thursday, May 30, 2019	Coffee with the principal	9:00 AM	10:30 AM
Thursday, May 30, 2019	Instructional Leadership Team Meeting, ILT	3:45 PM	5:00 PM
Monday, June 3, 2019	SSC	3:45 PM	
Tuesday, June 4, 2019	Regular Day, No PD		
Wednesday, June 5, 2019	Academy Collaboration Meetings		
Wednesday, June 5, 2019	Spring Semester Finals		
Friday, June 7, 2019	Faculty Meeting	3:30 PM	4:30 PM
Friday, June 7, 2019	Last Day of Instruction		
Friday, June 7, 2019	Spring 20 Week Grades Due		
Monday, June 10, 2019	Pupil Free Day (no school for students)		

West Adams Preparatory High School 2018-19 Professional Development Schedule

The professional development cycle will evolve around the three school-wide strategies, Project-Based Learning (PBL) systems connected to Linked Learning, and data analysis. This three-fold approach concentration will drive our instruction, curriculum design, and collaborative conversations in departments and Academies. Further, we will continue to refine our work by examining critical learner needs as noted by WASC.

Date	Foci	Outcome
8/13	Pupil Free day: ● Vision, mission, and goals of school ● Review of school-wide data ● Review/reflection of school-wide strategies, and protocols ● Child Abuse Reporting ● Mastery Grading ● Opening Day Procedures ● Classroom preparation and set up ● School-wide elections Academy (1 hour) ● Overview Linked Learning, PBL, Senior portfolio defense, and career pathways	Teachers will analyze SBAC trends to inform instruction Completed syllabus Reflection of school-wide learning strategies
8/21	Department ● Vertical alignment of skills and content based on specific grade levels ● SBAC: Examine questions by evaluating competencies (ie, analysis, evaluation, problem-solving) ● Vertical alignment of Pacing Plans; pacing plans aligned to PBL (due by next dept meeting)	Teachers will adjust their pacing plans to reflect vertical alignment. Teachers will be able to articulate what the previous grade teacher taught in his/her subject area
8/28	Academy: ● Develop fall curriculum maps in PBL teams/pairs ● Brainstorm PBL topics for the semester ● Identify projects/driving questions ● Advisory time - What are you teaching? What units?	Teachers will walk away with at least one colleague they will collaborate with on PBL for the fall. Teachers will share DQs online and be prepared to start online planning of PBL documents
9/4	Department ● Develop or modify a content-specific performance task related to your PBL topic ● Identify content task per PBL projects ● Analyze new textbooks. Determine and review specific agreed upon content. ● Data Analysis (assessments and student work) ● Administer the first IAB by 9/17	Create an Entry Doc for your content specific performance task Have a common unit/mid-term assessment related to SBAC. Connect SBAC to PBL.
9/11	Academy ● Review student work from Advisory to prepare students for career readiness	Share out specific lessons that are working in advisory classes. Create additional lessons specific for college

	● Discuss implications for college/career readiness in Advisory ● Plan for fall PBLs	and career readiness, community building and character development
9/18	Department ● Revise performance task based on peer feedback ● Data: Review 5-week grades ● Grade IABs	Revised performance task based on feedback Examine student work to bring in an analyze at the next department meeting Action plan for D/F rate
9/25	Academy ● Introduce and prepare teachers for mock interviews ● Plan for fall PBLs ● Data: Action for students with D's and F's ● Share specific instructional strategies/techniques that are specific to your Academy (I.e. arts integration lessons) ● *Possible invite industry partners for PBL feedback (2 industry partners + 2 students)*	Action plan for D's and F's Agreed upon strategies that engage the majority of students in class
10/2	Department ● Incorporate a competency-based rubric to the performance task ● Integration of Evidence-Based Writing Graphic Organizer (Application to performance task) ● Review and analyze IAB data ● Administer the second IAB by 10/15	How will you use the EBWGO over the next two weeks. Be prepared to bring in student work for the next department PD.
10/9	Academy ● School-wide 11th grade mock interviews (in-house and with potential industry partners if available; 20 min individual interviews) ● What opportunities are available for our 11th grade students for summer internship	Produce the template for the interview. Create a list of possible internships
10/16	Department ● Apply school-wide instructional strategy to implementing the performance task ● Review 5-week grades ● Grade IAB assessments	Teachers will demonstrate their proficiency through the delivery of instruction and specific use of an applied instructional strategy in the classroom Action plan for D/F rate
10/23	Academy ● Calibrate on presentation expectations and professionalism ● Review student attendance data and discuss interventions for students	Presentation rubric Attendance incentives -- Sharing of best practices: What drives students to go to class?
10/30	Department ● Look at student work from a performance task ● Bring in student work from performance task (student work, rubric, and task)	Adjustments to IAB based on student outcomes. Reflecting on teaching practices and how instruction is delivered.

	● Data Analysis of IAB: What worked? What didn't work?	
11/06	Academy ● Prepare for PBL Night	Sharing out of PBL; parent letter home, Blackboard connect message, student invitation letter, student sign ups
11/27	Academy ● Prepare for PBL Night	Reflection: Wows and Wonders? What is working? What is not? Review of action plan.
12/4	Department: ● Update final examination and study guides	How was PBL incorporated into the final? How did PBL help support SBAC? How will the final reflect student proficiency in SBAC?
1/15	Department ● Data: Final examination pass rate ● Identify grows and glows ● Administer ICA by 2/1	Action Plan
1/22	Academy ● Develop spring curriculum maps in PBL teams/pairs ● Brainstorm PBL topics for the semester ● Spring mandatory bulletins	DQs and rough draft for PBL Adjusted curriculum maps shared in department and posted on Google Docs
2/05	Department ● Develop or modify a content-specific performance task related to your PBL topic ● Identify content task per PBL projects ● Review data	Create an Entry Doc for your content specific performance task
2/12	Academy ● Plan for spring PBLs ● Work on specific Academy theme orientated lesson planning	How is instruction being driven that is specifically related to the pathway?
2/19	Department ● Revise performance task based on peer feedback ● Data: Review 5-week grades ● Develop plan of action to address reteaching	Revised performance task based on feedback Review and scoring of IABs
2/26	Academy ● Plan for spring PBLs	What formative assessments are being used. What is the ultimate product? Create a timeline for all activities.
3/05	Department ● Incorporate a competency-based rubric to the performance task ● Integration of Evidence-Based Writing Graphic Organizer (Application to performance task)	Review of IAB results Demonstrate how writing is being used across the curriculum within the PBL.
3/12	Academy ● Prepare for PBL Night	PBL shared on Google Docs, 100% teacher participation
3/19	Department ● Apply school-wide instructional strategy to implementing the performance task	Departments tweak or expand upon school wide instructional strategies specific for their subject area

3/26	Department ● Look at student work from a performance task ● Bring in student work from performance task (student work, rubric, and task)	Calibrating leads to teachers grading other students from other teachers work and then giving feedback
4/09	Academy ● Senior defense calibration	All teachers have been trained
4/23	Senior defense	
4/30	Senior defense	
5/07	Senior defense	
5/14	Academy ● Senior defense reflection	
5/21	Department ● Senior defense reflection ● Update final examination and study guides	
5/28	Department	

West Adams Preparatory High School
BELL SCHEDULE
2018-19

Monday, Wednesday, Thursday, Friday

	Start Time	End Time	Passing	Class Time
Passing	8:17 AM	8:27 AM	0.10	
Period 1 w/ BIC	8:27 AM	9:28 AM	0:05	0:61
Advisory	9:33 AM	10:10 AM	0:05	0:37
Period 2	10:15 AM	11:06 AM	0:05	0:51
Period 3	11:11 AM	12:02 PM	0:05	0:51
Period 4	12:07 PM	12:58 PM	0:05	0:51
Lunch	12:58 PM	1:28 PM	0:05	0:30
Period 5	1:33 PM	2:24 PM	0:05	0:51
Period 6	2:29 PM	3:20 PM		0:51

Tuesday

	Start Time	End Time	Passing	Class Time
Passing	8:17 AM	8:27 AM	0:10	
Period 1 w/ BIC	8:27 AM	9:15 AM	0:05	0:48
Period 2	9:20 AM	9:57 AM	0:05	0:36
Period 3	10:02 AM	10:39 AM	0:05	0:36
Period 4	10:44 PM	11:21 AM	0:05	0:36
LUNCH	11:21 PM	11:51 AM	0:05	0:30
Period 5	11:56 AM	12:33 PM	0:05	0:36
Period 6	12:38 PM	1:15 PM	0:05	0:36
P.D.	1:20 P.M.	3:20 PM		2:00

West Adams Preparatory High School
ASSEMBLY BELL SCHEDULE
2018-19

	Start Time	End Time	Passing	Class Time
Passing	8:17 AM	8:27 AM	0.10	
Period 1 w/ BIC	8:27 AM	9:30 AM	0:05	0:63
Period 2	9:35 AM	10:24 AM	0:05	0:49
Period 3	10:29 AM	11:18 AM	0:05	0:49
Advisory	11:23 AM	12:08 PM	0:05	0:45
Lunch	12:08 PM	12:38PM	0:05	0:30
Period 4	12:43 PM	1:32 PM	0:05	0:49
Period 5	1:37 PM	2:26 PM	0:05	0:49
Period 6	2:31 PM	3:20 PM		0:49

West Adams Preparatory High School

Minimum Day Schedule

	START TIME	END TIME	CLASS TIME
Passing	**8:17 AM**	**8:27 AM**	
Period 1 w/ BIC	**8:27 AM**	**9:13 AM**	0:46
Period 2	**9:18 AM**	**9:54 AM**	0:36
Period 3	**9:59 AM**	**10:35 AM**	0:36
Period 4	**10:40 AM**	**11:16 AM**	0:36
Lunch	**11:16 AM**	**11:46 AM**	0:30
Period 5	**11:51 AM**	**12:27 PM**	0:36
Period 6	**12:32 PM**	**1:08 PM**	0:36

WEST ADAMS PREP HS
FALL FINAL EXAMS WEEK BELL SCHEDULE

MONDAY, DECEMBER 10, 2018 (REGULAR SCHEDULE)

PERIOD	BEGIN	END	MINUTES
Period 1 w/ BIC	8:17 AM	9:28 AM	0:61
Advisory	9:33 AM	10:10 AM	0:37
Period 2	10:15 AM	11:06 AM	0:51
Period 3	11:11 AM	12:02 PM	0:51
Period 4	12:07 PM	12:58 PM	0:51
Lunch	12:58 PM	1:28 PM	0:30
Period 5	1:33 PM	2:24 PM	0:51
Period 6	2:29 PM	3:20 PM	0:51

TUESDAY, DECEMBER 11, 2018 (REGULAR SCHEDULE-NO PD)

PERIOD	BEGIN	END	MINUTES
Period 1 w/ BIC	8:17 AM	9:28 AM	0:61
Advisory	9:33 AM	10:10 AM	0:37
Period 2	10:15 AM	11:06 AM	0:51
Period 3	11:11 AM	12:02 PM	0:51
Period 4	12:07 PM	12:58 PM	0:51
Lunch	12:58 PM	1:28 PM	0:30
Period 5	1:33 PM	2:24 PM	0:51
Period 6	2:29 PM	3:20 PM	0:51

WEDNESDAY, DECEMBER 12, 2018 (2 FINALS, PERIOD **1** & PERIOD **6**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:17 AM	9:02 AM	45
Period 1	9:17 AM	10:57 AM	110
Lunch	10:57 AM	11:27 AM	30
Period 6	11:32 AM	1:22 PM	110

THURSDAY, DECEMBER 13, 2018 (2 FINALS, PERIOD **3** & PERIOD **5**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:17 AM	9:02 AM	45
Period 3	9:07 AM	10:57 AM	110
Lunch	10:57 AM	11:27 AM	30
Period 5	11:32 AM	1:22 PM	110

FRIDAY, DECEMBER 14, 2018 (2 FINALS, PERIOD **2** & PERIOD **4**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:17 AM	9:02 AM	45
Period 2	9:07 AM	10:57 AM	110
Lunch	10:57 AM	11:27 AM	30
Period 4	11:32 AM	1:22 PM	110

WEST ADAMS PREP HS
SPRING FINAL EXAMS WEEK BELL SCHEDULE

MONDAY, JUNE 4th, 2018 (REGULAR SCHEDULE)

PERIOD	BEGIN	END	MINUTES
Period 1 w/ BIC	8:27 AM	9:28 AM	0:61
Advisory	9:33 AM	10:10 AM	0:37
Period 2	10:15 AM	11:06 AM	0:51
Period 3	11:11 AM	12:02 PM	0:51
Period 4	12:07 PM	12:58 PM	0:51
Lunch	12:58 PM	1:28 PM	0:30
Period 5	1:33 PM	2:24 PM	0:51
Period 6	2:29 PM	3:20 PM	0:51

TUESDAY, JUNE 5th, 2018 (2 FINALS, PERIOD **1** & PERIOD **6**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:27 AM	9:12 AM	45
Period 1	9:17 AM	11:07 AM	110
Lunch	11:07 AM	11:37 AM	30
Period 6	11:42 AM	1:32 PM	110

WEDNESDAY, JUNE 6th, 2018 (2 FINALS, PERIOD **3** & PERIOD **5**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:27 AM	9:12 AM	45
Period 3	9:17 AM	11:07 AM	110
Lunch	11:07 AM	11:37 AM	30
Period 5	11:42 AM	1:32 PM	110

THURSDAY, JUNE 7th, 2018 (2 FINALS, PERIOD **2** & PERIOD **4**)

PERIOD	BEGIN	END	MINUTES
Advisory w/ BIC	8:27 AM	9:12 AM	45
Period 2	9:17 AM	11:07 AM	110
Lunch	11:07 AM	11:37 AM	30
Period 4	11:42 AM	1:32 PM	110

Organizational Chart
ADMINISTRATIVE RESPONSIBILITIES 2018-19

Principal	REED, Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal
Erica Nava	**Jose Gonzalez**	**Christopher Shobe**	**Thomas Tucker**	**Naomi White**	**Matt Stewart**
Vision/Mission	BMH Responsibilities	SOTA Responsibilities	STEM Responsibilities	9th Grade Academy	School-wide Responsibilities
Administrators	Attendance	Attendance	Attendance	Attendance	Math Dept
Afterschool programs	Budget	Budget	Budget	Budget	ELL Dept/prog
ASB Financial Office	Child Abuse Reporting	Child Abuse Reporting	Child Abuse Reporting	Child Abuse Reporting	Daily Random Searches
Budgets	Data Analysis	Data Analysis	Data Analysis	Data Analysis	Discipline
Bell Schedule	Daily Random Searches	Daily Random Searches	Daily Random Searches	Daily Random Searches	EDST
Connect ED	Discipline	Discipline	Discipline	Discipline	Health Office
College Center	EDST	EDST	EDST	EDST	ISTAR Reporting
Counselor Dept.	ISTAR Reporting	ISTAR Reporting	ISTAR Reporting	ISTAR Reporting	Sexual Har. Reporting
Community/Media relations	Linked Learning	Linked Learning	Linked Learning	Linked Learning	Textbooks/Williams Comp
Data/SARC	SSPT/IEPs/504s	SSPT/IEPs/504s	SSPT/IEPs/504s	SSPT/IEPs/504s	M&O/Facilities
EDST	Sexual Har. Reporting	Sexual Har. Reporting	Sexual Har. Reporting	Sexual Har. Reporting	Registration/Admissions
Instructional Leadership Team (ILT)	Weekly Communication	Weekly Communication	Weekly Communication	Weekly Communication	Safe School Plan/Campus Safety
Instructional programs	School-wide responsibilities	School-wide responsibilities	School-wide responsibilities	School-wide responsibilities	Yearbook
Intervention Programs	Science Dept.	ELA Dpt/library	Electives Dpts	Social Studies Dept	School Calendar/Website
LA's Promise Fund	REED	Special Education	Professional Dev	AP/Honors/GATE	Student IDs
Linked Learning Programs	Athletics	WASC	Schoology/Mastery Grading	Schoolwide Testing	Health Office
Master Schedule	Substitutes	GEAR UP	Uniform Policy	Title 1 Program	BIC/cafeteria
Magnet programs	Academic Decathlon	Credit Recovery	Articulation	Parent Conferences	Tardy program
Parent Volunteer Program	Campus/Civic Permits	Woodcraft Rangers	ASB /Senior Activities	Faculty Handbook	Data Analysis
Parental Involvement Outreach					
Plant/Facilities					
SDM/SSC					
Staffing					
Strategic Plan(SPSA)/WASC					
Student Support Services					
Suspension/Expulsion					
School Police					
Technology infrastructure					

Additional Forms

PD/Conference Request

Request for Extra Time

Overtime Sheet

Request for Travel

Authorization to Access Site During Non-School Hours

Categorical Funding Certification

Student Referral

Tardy Form

Hall Pass

PD / Conference Request Form

Date: _____

Name: _____   Email: _____

Position: _____   Room # : _____ ACADEMY: _____

PD/conference topic: _____

Date Requested: _____   Cost: _____

X time hours requested: _____

Please provide specific details describing objectives, topics, and content that should be covered during this training/ workshop that will support your work.

How will you share this information with your colleagues?

How will this P.D. opportunity increase student learning/success and how is it aligned to department or school single plan?

Assistant Principal Signature _____

Principal Signature _____Date _____

Approve _____   Disapprove _____

WEST ADAMS PREPARATORY HIGH SCHOOL

Request for Extra Time

Position (check box below)

CLASSIFIED: TA ☐   Ed Aides ☐   Office Tech   ☐

CERTIFICATED: Teacher ☐   Counselor ☐   Administrator ☐

Employee Name(s)   Employee #

1) _____   _____

2) _____   _____

3) _____   _____

4) _____   _____

5) _____   _____

Date of overtime to be worked:_____

Reason for extra time:_____

_____

_____

Estimated time needed: Total of _____ hours for _____person(s)

Assistant Principal or Categorical Fund Coord. Signature _____

Office Use Only

Principal's signature:_____

Date:_____

Approve:_____   Disapprove:_____

West Adams Preparatory High School
1500 W. Washington Blvd. Los Angeles, CA 90007
323-373-2500

TIMESHEET

Please check one evidence:
- ○ Student / parent log
- ○ Agenda
- ○ Other:

Check one: Teacher ☐ **TA** ☐ **Ed Aide** ☐ **Couns.** ☐ **Office Tech** ☐ **Coach** ☐ **Coord** ☐ **Admin** ☐ **Other** ☐

Description of Activity:

Employee Name:

Employee Number:

Dept: **Position:**

DATE	START TIME	END TIME	TOTAL HOURS

I hereby certify that I was funded solely (100%) from the above program funds and received training/performed work as set forth on these program(s), single cost objective or single indirect cost activity.

_____   _____
Employee Signature   **Date**

I hereby certify that the above-named employee has successfully completed the training/work on the dates indicated above.

_____   _____
SLC Principal Signature   **Date**

*You must submit Request for PD and Request for Extra Time before participation. Timesheet must be submitted within 48 hours of completing assignment to Ms. Martinez, Title I Coordinator. Failure to submit in a timely manner may delay or result in lost compensation. Incomplete Timesheet will not be processed. If you have any questions please contact Title I ext. 2534.

Office Use Only

APPROVED BY PRINCIPAL: _____   DATE: _____

FUNDING SOURCE: _____   DATE SUBMITTED FOR PAYROLL: _____

v.1.2.

454464

LOS ANGELES UNIFIED SCHOOL DISTRICT
REQUEST FOR TRAVEL AND ATTENDANCE AT CONFERENCE, CONVENTION OR MEETING

Name (First) _____ (MI) _____ (Last) _____

_____ District Employee   _____ District Parent   _____ Contractor/Consultant

Employee Number: _____ Job Class Code: _____ Title: _____ Local District Office: _____

School/Office Name: _____ Location/Organization Code : _____

Work Telephone No:: (_____) _____ Fax No.: (_____) _____ Email: _____

Only conference registration fees may be paid on the P-Card. No other travel related expenses may be paid on the P-Card. The travel account may only be used with River City Travel. Reconciliation for conference registration fees on the P-Card and travel account is to object code 5202.

TRAVEL & CONFERENCE ATTENDANCE INFORMATION

(✓) Check appropriate box describing the travel and/or conference attendance:
☐ 1. Requested by Superintendent
☐ 2. Requested by School/Office
☐ 3. Requested by Local District Office
☐ 4. Self-Initiated (Include rationale for this request with attached documentation.)
☐ 5. Collective Bargaining Unit
☐ 6. Other: _____

Number of workdays requested: _____

Do you have an additional assignment with LAUSD? ☐Yes   ☐No

If yes, requestor must submit a copy of this form to the appropriate administrator at the other site.

Will a paid substitute be required?   ☐Yes   ☐No

If yes, indicate the funds for the substitute:

_____   _____   _____   _____
Fund   Area   Location/Organization   Program

LOCATION OF TRAVEL/CONFERENCE ATTENDANCE:
(Attach documentation)

Name: _____
Address: _____
City: _____ State: _____ Zip: _____

Within 45 miles of principal place of work or home: ☐Yes ☐No

CONFERENCE REGISTRATION FEES:

$_____ (P-Card may be used & must reconcile to Object 5202)
(✓) Method of Payment: ☐ P-Card ☐ Imprest ☐ PO # _____ ☐ Other: _____

(✓) Check appropriate box describing expenses to be paid by:
☐ 1. School/Division ☐ 2. Local District Office ☐ 3. Individual/Self ☐ 4. Other:
Name: _____
Address: _____
City: _____
State: _____ Zip: _____
Telephone No:: (_____) _____ Email: _____

AUTHORIZED TRAVEL DATES: (FAX to River City Travel to 877-644-0333)

Departure:
Date: ___/___/___   Time: _____ ☐AM ☐PM
Begin Date of Activity: ___/___/___

Return:
Date: ___/___/___   Time: _____ ☐AM ☐PM
End Date of Activity: ___/___/___
(✓) Method of Payment: ☐ Travel Account ☐ Other*: _____
(*Pre-approval required.)

HOTEL: _____
(If requesting hotel preference, provide hotel information and include rationale with attached documentation.)

RENTAL CAR: ☐Yes (Pre-approval required.)   ☐No

TOTAL ESTIMATED EXPENSES: $_____

Meals provided in conference? ☐Yes   ☐No

ESTIMATED EXPENSES:

Airfare	Lodging	Phone Calls	Conf. Fee	Car Rental
$_____	$_____	$_____	$_____	$_____

FUNDS ENCUMBRANCE: Funds must be available at time of travel for encumbrance. The correct source of funds must be utilized for travel and conference attendance.

Encumber funds from Expense Budget Line:

_____	_____	_____	_____	5202
Fund	Area	Loc./Org.	Program	Object

Submission/Agreement: I have read and understand the guidelines of Bulletin 4037.1 and declare under penalty of perjury that the foregoing is true and correct.

Traveler: _____   _____
                    (Signature)   (Date)

Approved by: _____   _____
                    (Print Name/Title)   (Signature)   (Date)
Approved: ☐Yes   ☐No

Approved by: _____   _____
(If additional approval required, ie international travel. Print Name/Title)   (Signature)   (Date)

AUTHORIZATION TO ACCESS SITE DURING NON-SCHOOL HOURS

Complete this form in advance of site use. Fax completed form to Los Angeles School Police Department at (213) 742-0221.

School/Site: _____ DATE: _____

Name	Position	Emp. No.	Date	Hours	Bldg./Area

Purpose of access: _____

_____

If an employee will be supervising a group of employees or students, please note under purpose of access. The supervising employee shall have a copy of this authorization in their possession and shall not leave personnel or students unsupervised on site.

☐ The above employee is authorized and trained on how to operate the alarm panel.

Authorization approved by:

_____   _____
Principal/Site Administrator   Emergency Contact # for Principal/Site Admin

PLEASE KEEP THIS AUTHORIZATION FORM IN YOUR POSSESSION WHEN ON SITE.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Accounting and Disbursements

BULLETIN NO. 2643.5
June 17, 2010

FEDERAL AND STATE CATEGORICAL FUNDED CERTIFICATION
(For certification of Overtime, Training, Substitute Assignment)

Fiscal Year _____   Date (s) Worked _____

                            Hours Worked: _____

Description of Activity _____

Name_____

School/Office_____

Categorical Program(s)_____

Program Code(s)_____   _____

I hereby certify that I was funded solely (100%) from the above program funds and received training/performed work as set forth on these program(s), single cost objective or single indirect cost activity.

_____   _____
Employee Signature   Date

        SECTION BELOW TO BE COMPLETED FOR TRAINING ACTIVITY ONLY
+++
I hereby certify that the above-named employee has successfully completed the training on the dates indicated above on _____   _____ ____.
                                    (Topic of Training)

_____   _____
Name and Signature   Date
Training Instructor

****
NOTE: AFTER TRAINING INSTRUCTOR HAS SIGNED THIS CERTIFICATION,
PLEASE SUBMIT TO YOUR TIME REPORTER.

West Adams Preparatory High School
Student Referral

Student Name:	
Incident Date:	**Incident Time:**

Location/Context:

□ Classroom	□ Going to or coming
□ Non-Classroom	from school
□ During lunch	□ School-sponsored activity
□ Other	□ School Bus
	□ At another school

Possible Motivation:

□ Avoid Situation	□ Seek Attention
□ Avoid Adult	□ Obtain Activity/Item
□ Avoid Peer	□ Unknown
□ Avoid Task	

Referral Reason

Counseling:

□ Academic	□ Cooperation	□ Personal/Social
□ -Does not complete assignments/tasks	□ -Does not pay attention in class	□ -Domestic problems
□ -Grade average is going down	□ -Exhibits a negative attitude	□ -Needs support and guidance
□ -In danger of failing/not meeting promotion standards	□ - Needs to participate in class	□ -Problems with peer relationships
□ -Low scores	□ Citizenship	□ -Sad/crying in class
□ -Recommend for intervention	□ - Consistently violates classroom rules	□ Health
□ -Working below standards/exhibits little effort	□ - Does not respect others/equipment/materials in class	□ -Health services
□ Work Habits	□ - Exhibits inconsiderate behavior	□ - Poor health habits/hygiene
□ -Seldom is prepared for class	□ Attendance	□ Interest Inventory
□ -Wastes time in class	□ -Excessive absences are affecting class work	□ College Planning
	□ -Tardies are affecting class work	□ Career Planning
	□ -Truancies are affecting class work	□ Program Scheduling
		□ Other
		□ -Will send note with student

Discipline:

□ 3.1a – CAUSED PHYSICAL INJURY	□ 3.10 – RECEIVED STOLEN SCHOOL OR PRIVATE PROPERTY	□ 3.21d – BULLYING/CYBER BULLYING SCHOOL PERSONNEL
□ 3.1b – ATTEMPED TO CAUSE PHYSICAL INJURY	□ 3.11 – IMITATION FIREARM	□ 3.22 – AIDED OR ABETTED THE INFLICTION OF PHYSCIAL INJURY
□ 3.1c – THREATENED TO CAUSE PHYSICAL INJURY	□ 3.12 – HARASSED/THREATENED A PUPIL	□ 2.1 – SERIOUS PHYSICAL INJURY/NOT SELF-DEFENSE
□ 3.2 – POSSESSION/UNDER THE INFLUENCE	□ 3.12d – HARASSED/THREATENED SCHOOL PERSONNEL	□ 2.2 – KNIFE OR OTHER DANGEROUS OBJECT
□ 3.3 – SUBSTITUTE OF A CONTROLLED SUBSTANCE	□ 3.13 – SEXUAL HARASSMENT	□ 2.3 – CONTROLLED SUBS, COUNTER/PRESCRIBED MEDS
□ 3.4 – DAMAGED/ATTEMPTED TO DAMAGE PROPERTY	□ 3.14 – HATE VIOLENCE	□ 2.4 – ROBBERY/EXTORTION
□ 3.5 – STOLE OR ATTEMPTED TO STEAL PROPERTY	□ 3.15 – TERRORIST THREAT (THREAT TO CAUSE DEATH, GREAT BODILY INJURY)	□ 2.5 – ASSAULTED/BATTERED SCHOOL EMPLOYEE
□ 3.6 – POSSESSED OR USED TOBACCO	□ 3.16 – WILLFUL USE OF FORCE/VIOLENCE NOT SELF-DEFENSE	□ 1.1 – FIREARM
□ 3.7 – OBSENITY/PROFANITY/ VULGARITY	□ 3.17 – HARASSED/THREATENED/ INTIMIDATED WITNESS	□ 1.2 – BRANDISHED KNIFE AT ANOTHER PERSON
□ 3.8 – DRUG PARAPHERNALIA	□ 3.19 – SELLING OR ARRANGING TO SELL THE PRESCRIPTION DRUG SOMA	□ 1.3 – SOLD CONTROLLED SUBSTANCE
□ 3.95 – DISRUPTED SCHOOL-WIDE ACTIVITIES	□ 3.20 – HAZING	□ 1.4a – SEXUAL ASSULT
	□ 3.21 – BULLYING/CYBER BULLYING A PUPIL	□ 1.4b – SEXUAL BATTERY
		□ 1.5 – EXPLOSIVE

Incident Description

Referred By:	**Referred To:**

West Adams Preparatory H.S.
2018-19
Hall Pass

Teacher:	Room #	Instructions: *Do not fold this pass*. *Please be prompt and return this pass to your teacher as soon as you return to class.*

Date	Student	Destination	Time Out	Teacher Signature

Tardy Sign in Sheet

Teacher Name:_____ Room _____

Welcome to class! Please write down your name and time that you came in and then find your seat. I will be able to assist you and catch you up on what you missed in a few minutes.

Date	Name	Time In

Glossary of Terms

Acronym	Term	Additional Explanation
	Woodcraft Rangers	Foundation running after school programs using Beyond the Bell funding
A-G	A-G Subject Requirements	Courses that meet UC requirements
AGT	Academic Growth over Time	Measures growth compared to anticipated growth
AMAO	Annual Measurable Achievement Objective	#1 measures annual yearly progress #2 measures redesignation rates
AP	Advanced Placement	College level courses
APEX	APEX Learning System	On-line program used for credit recovery
API	Academic Performance Indicator	No longer used
AYP	Annual Yearly Progress	
CAHSEE	California High School Exit Exam	No longer applicable
CBITS	Cognitive Behavioral Intervention for Trauma in Schools	Intervention for students suffering from trauma
CCSS	Common Core State Standards	New standards replacing Ca State Standards
CPA	Categorical Program Advisor	
CPM	College Prep Math	CCSS aligned math curriculum
CELDT	California English Language Development Test	Annual test given to English Language Learners to determine progress
CORE	California Office of Reform Education Waiver	Waiver from mandates of NCLB
COST	Coordination of Services Team	Team that evaluates at-risk students for intervention services
CST	California Standards Test	
EDI	Explicit Direct Instruction	Instructional strategies to enhance direct instruction and check for understanding
ELA	English Language Arts	
ELD	English Language Development	
ELLs	English Language Learners	
FAFSA	Free Application for Federal Student Aid	
GPA	Grade Point Average	
IAB	Interim Assessment Block	SBAC aligned Periodic assessment
ICA	Interim Comprehensive Assessment	Summative practice assessment for SBAC
IEP	Individualized Education Plan	
IGP	Individual Graduation Plan	
ILT	Instructional Leadership Team	Monthly council of lead teachers, dpt chairs, coaches, and administrators
LAP	LA's Promise	Education partner for WAPHS
LAUSD	Los Angeles Unified School District	
LTELs	Long Term English Language Learners	5+ years in English Learner program
MCSA	Microcomputer Support Assistant	
MISIS, ISIS, SIS	My Integrated Student Information System	New Student data system used by LAUSD replaces ISIS and SIS
MyData	MyData	Student data system used by LAUSD mainly for assessments
NCLB	No Child Left Behind	Federal Education Act requiring states to measure annual yearly progress on standardized tests
NGSS	Next Generation Science Standards	Newly adopted science standards to complement CCSS
PBL	Project Based Learning	Student led instructional strategy
PD	Professional Development	
PSA	Pupil Service Attendance counselor	
PSW	Psychiatric Social Worker	
Reed	Reed Investment Schools	Additional funding from REED settlement to increase teacher retention

SART/SARB	School Attendance Review Team/Board	
SBAC	Smarter Balanced Assessment Consortium	Assessment used to assess mastery of Common Core
SDAIE	Specially designed academic instruction in English	An approach to teach academic content in English to students learning English
ACADEMY	Small Learning Community	Smaller school within a school but not autonomous
SLOs	School-wide Learner Outcomes	P.R.I.D.E.
SPSA	Single Plan for Student Achievement	
SQII	School Quality Improvement Indicator	Equivalent of Academic Performance Indicator for CORE schools
SSPT	Student Support and Progress Team	
WAPHS	West Adams Preparatory High School	
WASC	Western Association of Schools and Colleges	Self-Study process used to accredit high schools and universities